

# State of Colorado

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**DATE:** May 27, 2004

**TO:** Directly Affected Employees through Agency HR Administrators  
American Federation of State, County, Municipal Employees  
Colorado Association of Public Employees  
Colorado Federation of Public Employees  
Colorado State Patrol Protective Association

**FROM:** Karen Fassler, Total Compensation Manager

**SUBJECT:** Implementation of System Changes, JEL 04-02

The system changes indicated on the accompanying chart are approved for implementation. The effective date for each change is indicated on the attached "Summary of System Changes" chart. If the changes involve class descriptions and/or class placements, they are also included. Please provide this information to appointing authorities, directly affected employees, and any others in your agency who may need this information. Information is also available on the web at <http://www.colorado.gov/dpa/dhr>.

If you have any questions, please contact Compensation Unit staff at 303-866-2455.

# SUMMARY OF SYSTEM CHANGES

JE Letter #: 04-02  
Date of Letter: 5/27/04

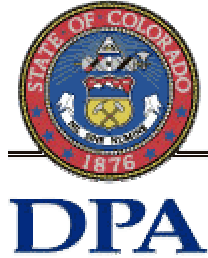
## Total Compensation and Systems

\* P = proposed; F = final (only F is to be entered into EMPL and ADS)

P or F*	CD Changes			Current Class		New Class		Occ Grp		Grade		Pay Diff.		Effective Date
	New	Rev	Abol	Code	Title (limit 25 characters)	Code	Title (limit 25 characters)	From	To	From	To	From	To	
<b>Pay Grade Changes Only:</b>														
F				C8E1XX	Pharmacy I	C8E1XX	Pharmacy I	HCS	HCS	C60	C66	1	1	7/1/04
F				C8E2XX	Pharmacy II	C8E2XX	Pharmacy II	HCS	HCS	C64	C70	1	1	7/1/04
F				C8E3XX	Pharmacy III	C8E3XX	Pharmacy III	HCS	HCS	C67	C73	1	1	7/1/04
F				C8F1XX	Pharmacy Technician I	C8F1XX	Pharmacy Technician I	HCS	HCS	C20	C24	1	1	7/1/04
F				C8F2XX	Pharmacy Technician II	C8F2XX	Pharmacy Technician II	HCS	HCS	C24	C28	1	1	7/1/04
F				C6T1XX	Nurse Anesthetist	C6T1XX	Nurse Anesthetist	HCS	HCS	C62	C75	0	0	7/1/04
F				G1A3XX	Police Communications Supv	G1A3XX	Police Communications Supv	ASR	ASR	G44	G49	1	1	7/1/04
F				H6U1TX	Wildlife Manager I	H6U1TX	Wildlife Manager I	PS	PS	H26	H28	0	0	7/1/04
F				H6U2XX	Wildlife Manager II	H6U2XX	Wildlife Manager II	PS	PS	H31	H33	0	0	7/1/04
F				H6U3XX	Wildlife Manager III	H6U3XX	Wildlife Manager III	PS	PS	H37	H39	0	0	7/1/04
F				H6U4XX	Wildlife Manager IV	H6U4XX	Wildlife Manager IV	PS	PS	H45	H47	0	0	7/1/04
F				H6U5XX	Wildlife Manager V	H6U5XX	Wildlife Manager V	PS	PS	H51	H53	0	0	7/1/04
F				H6U6XX	Wildlife Manager VI	H6U6XX	Wildlife Manager VI	PS	PS	H55	H57	0	0	7/1/04
<b>Class Conversions – Any salary survey of 04-05 not included.</b>														
F	X			A1E1TX	Corrl Supp Elect Supv I	A1K1TX	Cor Supp Lic Trades Supv I	EPS	EPS	A26	A27	1	1	7/1/04
F	X			A1E2XX	Corrl Supp Elect Supv II	A1K2XX	Cor Supp Lic Trades Supv II	EPS	EPS	A30	A31	1	1	7/1/04
F	X			A1E3XX	Corrl Supp Elect Supv III	A1K3XX	Cor Supp Lic Trades Supv III	EPS	EPS	A36	A36	0	0	7/1/04

P or F*	CD Changes			Current Class		New Class		Occ Grp		Grade		Pay Diff.		Effective Date
	New	Rev	Abol	Code	Title (limit 25 characters)	Code	Title (limit 25 characters)	From	To	From	To	From	To	
F	X			A1H1TX	Corrl Supp Pipes Supv I	A1K1TX	Cor Supp Lic Trades Supv I	EPS	EPS	A29	A27	1	1	7/1/04
F	X			A1H2XX	Corrl Supp Pipes Supv II	A1K2XX	Cor Supp Lic Trades Supv II	EPS	EPS	A32	A31	1	1	7/1/04
F	X			A1H3XX	Corrl Supp Pipes Supv III	A1K3XX	Cor Supp Lic Trades Supv III	EPS	EPS	A36	A36	0	0	7/1/04
F		X		G1A1IX	Police Communications Intern	G3J5IX	State Service Trainee V	ASR	ASR	G34	G32	1	1	7/1/04
<b>Abolished Classes:</b>														
F			X	D8F6IX	LTC Trainee VI		Abolish							7/1/04
F			X	H2A5XX	Applications Programmer IV		Abolish							7/1/04
F			X	H6I3XX	Chaplain III		Abolish							7/1/04
F			X	H6O4XX	Lottery Sales Rep IV		Abolish							7/1/04
F			X	H6V4XX	Youth Services Asst Admin		Abolish							7/1/04

ISSUING AUTHORITY: Colorado Department of Personnel and Administration Rev. 1/02



# **SYSTEM MAINTENANCE STUDY**

## **NARRATIVE REPORT -- FINAL CHANGES**

### **NURSE ANESTHETIST**

**Class Code C6T1XX**  
**Conducted Fiscal Year 2003-2004**

#### **BACKGROUND AND PURPOSE OF STUDY**

This system-wide study is part of the state personnel director's statutory responsibility, C.R.S. 24-50-104(1)(b), for maintaining and revising the system of classes covering all positions in the state personnel system. Such maintenance may include the assignment of appropriate pay grades that reflect prevailing wage as mandated by C.R.S. 24-50-104(1)(a). The state personnel director has delegated authority for system studies to the Division of Human Resources (hereafter "the division").

While analyzing Nurse Anesthetist compensation data during the annual compensation survey process, staff identified a serious pay discrepancy between the state's pay range and the market. Nurse anesthetists are specialty nurses working under the direct supervision of a physician. These nurses administer anesthesia and monitor and manage a patient's care during and after anesthesia. Because of the nature of these jobs, they are found primarily in hospital and surgical settings and often in rural locations where it may be more difficult to employ an anesthesiologist. Nurse anesthetist jobs are less common in the labor market than other professional nurse jobs, for example, registered nurse. Like many health care jobs, there is a growing national shortage of individuals qualified to do this work.

The Department of Human Services (DHS) has also raised concerns about the salary level of the class after experiencing turnover in the class, and being unable to fill the vacancies. All attempts to fill the DHS vacancies, including obtaining approval for a residency waiver, job offers at the maximum of the range, and offering discretionary pay differentials have been unsuccessful. While the number of positions is small, these positions are critical to Human Services' ability to provide health care services to its clients.

#### **METHODOLOGY**

The local survey sources available that report data on this occupation are the Mountain States Employers Council's Summer Health Care Compensation and Winter Health Care Compensation surveys. While the number of employers reporting data through these sources is small (five firms for both the 02 and 03 surveys), the data is reliable and shows a consistent pattern of significant difference between state and market salaries.

## ISSUES AND FINDINGS

As shown in the following chart, the Nurse Anesthetist class is lagging the market at the range minimum, midpoint, and maximum. In general, pay grade adjustments are determined using a combination of internal alignment and review of available local market data. When examining market data, the magnitude of the difference between the market and state jobs, and the trend or stability of the difference over time (typically at least three years) are considered. To account for variances in the market, the department has historically applied a tolerance range of 7.5% above or below the market midpoint before consideration is given to adjusting a grade. In this case, there is only data available for two years. However, based on the significance of the difference, which is increasing, and the difficulty DHS has had in recruiting, there is adequate justification to increase the pay grade. The two years of data available establishes a solid basis for adjusting the pay grade for the Anesthetist class.

	State			Market			Difference		
	Minimum	Midpoint	Maximum	Minimum	Midpoint	Maximum	Minimum	Midpoint	Maximum
2003	55,560	69,168	82,776	81,049	108,184	135,312	45.9%	56.4%	63.5%
2002	55,560	67,392	79,224	74,823	99,987	125,152	34.7%	48.4%	58.0%

Based on this data, an increase is warranted to bring the Nurse Anesthetist class back into alignment with the market. Based on the above data, it is recommended that the range be adjusted by 45% (from grade C62 to C77). The actual salary range becomes \$6672 - \$8592 with the new range maximum value at the statutory salary lid.

Nurse Anesthetist			
Class Code	Class Title	Current Grade	Proposed Grade
C6T1XX	Nurse Anesthetist	C62	C77

## **MEET AND CONFER ON PROPOSED RESULTS**

CRS 24-50-104(1)(b) requires the department to meet and confer with affected employees and employee organizations, if requested, regarding the proposed changes before they are implemented as final. The official notice of proposed changes contained a deadline by which all "meet and confer" activity must conclude in order to implement the recommendations on July 1, 2004. In an effort to proactively facilitate this process, a public meeting was scheduled for May 14, 2004. Notice of the meeting was included in the cover letter announcing the proposed changes that was sent via e-mail to Personnel Administrators and employee organizations. No one attended the scheduled meeting and no comments were received through mail, e-mail, or by telephone.

The final pay grade for this class has been revised to reflect the updated range values in the 2004-2005 compensation plan. The new pay grade is C75 with a range minimum of \$6691 and maximum of \$8610.

## **FISCAL IMPACT FOR IMPLEMENTATION YEAR**

C.R.S. 24-50-104(4)(c) and (6)(a) require that any study involving increased costs must be included in the Annual Compensation Report for an effective date on the ensuing July 1. The annual survey process allows for a December update to the annual compensation recommendations to allow use of the most current survey sources and economic information in the analysis. This study proposes to adjust the Nurse Anesthetist class upward resulting in an increased cost of \$2,036. Because published survey sources were not available for the August 1 report deadline, the increased costs from this study were reported in the December update. The Department of Human Services is the only department affected by this cost increase from moving two positions to the new pay range minimum. The following information depicts the assumptions made in the calculation of increased costs.

- Data was taken from EMPL as of February 4, 2004, and is assumed to be accurate as of that date.
- Only permanent positions are reported. Vacant, temporary, and substitute positions are excluded.
- The implementation date of July 1, 2004 coincides with the presumed implementation of the annual compensation adjustments. In accordance with the Director's Administrative Procedures regarding the order of multiple actions on the same effective date, system maintenance studies are implemented first. For this reason, these calculations do not include any annual compensation survey adjustments.
- In accordance with the Director's Administrative Procedures, system maintenance studies are implemented on a "dollar-for-dollar" basis where an employee's current salary remains unchanged when a class is moved to the new grade. An exception is when a class moves upward and the employee's current salary falls below the minimum of the new grade. Such adjustments to base salary represent the increased cost.
- PERA and Medicare costs are included in the calculations.

## **RECOMMENDATIONS**

**I. Occupational Group**

No change is recommended.

**II. Class Descriptions**

No change.

**III. Class Conversion**

No change.



## **STATE OF COLORADO**

### **CLASS SERIES DESCRIPTION**

**July 1, 2004**

#### **NURSE ANESTHETIST**

C6T1XX

#### **DESCRIPTION OF OCCUPATIONAL WORK**

This class series uses one level in the Health Care and Related Occupational Group and describes professional nursing work in the field of anesthesiology. By statutes CRS 12-38-101 et. seq., a license is required in this class.

Nurse anesthetists administer local, inhalation, intravenous, and other anesthetics to patients during surgery or medical procedures. The work includes assisting with or independently formulating and implementing anesthesia plans for patients; assessing patients in pre-operative and post-operative care; regulating equipment, preparing solutions, monitoring patients' vital signs and reactions, initiates remedial measures to prevent adverse conditions and assisting with care when unfavorable symptoms develop.

#### **CONCEPT OF CLASS**

This class describes the fully operational level. Positions operate independently in performing the full range of professional tasks. Judgment is used in the skilled application of guidelines to solve the full range of problems related to the assignment. An employee in this class must anticipate and analyze the impact and consequences of decisions made.

#### **FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

**Decision Making** – The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve



## **CLASS SERIES DESCRIPTION (Cont'd.)**

### **NURSE ANESTHETIST**

**July 1, 2004**

determining the process, including designing the set of operations. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in work processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

**Complexity** -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of theories, concepts, and principles in order to tailor them to develop a different approach or plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist, they are inadequate and are therefore relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies.

**Purpose of Contact** -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of detecting, discovering, exposing information, problems, violations or failures by interviewing or investigating where the issues or results of the contact are not known ahead of time.

**Line/Staff Authority** -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team.

## **ENTRANCE REQUIREMENTS**

Minimum entry requirements and general competencies for classes in this series are contained in the State of Colorado Department of Personnel web site.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

## **CLASS SERIES HISTORY**

Effective 7/1/04 (LLB). Changed pay grade. Published as proposed 4/30/04.

Effective 7/1/01 (LLB). HCS Consolidation Study revised class description. Draft published 2/21/01, proposed 5/10/01, and final 7/1/01.

Effective 9/1/93 (KAS). Job Evaluation System Revision project. Converted Nurse Anesthetist (A5114) to Nurse Anesthetist (C6D1). Published as proposed 5/10/93.

Revised 7/1/85. Changed relationship and grade.

**CLASS SERIES DESCRIPTION (Cont'd.)**  
**NURSE ANESTHETIST**  
**July 1, 2004**

Created 7/1/78. Nurse Anesthetist (55114).

**SUMMARY OF FACTOR RATINGS**

<b>Class Level</b>	<b>Decision Making</b>	<b>Complexity</b>	<b>Purpose of Contact</b>	<b>Line/Staff Authority</b>
Nurse Anesthetist	Process	Formulative	Detect	Indiv. Contributor

ISSUING AUTHORITY: Colorado Department of Personnel & Administration



# **SYSTEM MAINTENANCE STUDY**

## **NARRATIVE REPORT -- FINAL CHANGES**

### **PHARMACY AND PHARMACY TECHNICIAN**

**Class Code C8E1XX through C8E3XX  
Class Code C8F1XX through C8F2XX  
Conducted Fiscal Year 2003-2004**

#### **BACKGROUND AND PURPOSE OF STUDY**

This system-wide study is part of the state personnel director's statutory responsibility, C.R.S. 24-50-104(1)(b), for maintaining and revising the system of classes covering all positions in the state personnel system. Such maintenance may include the assignment of appropriate pay grades that reflect prevailing wage as mandated by C.R.S. 24-50-104(1)(a). The state personnel director has delegated authority for system studies to the Division of Human Resources (hereafter "the division").

While analyzing Pharmacy compensation data during the 2004 annual compensation survey process, significant discrepancies were identified between the state's pay range and the market range. In addition, the Departments of Corrections and Human Services have expressed turnover concerns and have raised issues about the competitiveness of the salary ranges for these classes. Various news and media sources report national shortages of pharmacists that make recruiting and retention an issue, which supports these departments' concerns.

The Pharmacy class series has been studied three times since 1999, twice for review of the pay range and once as part of complete study of all health care jobs in the state personnel system. Each of these studies resulted in upward pay range adjustments for the state's pharmacists. Pharmacy Technician classes have also been studied twice in the same time frame, however, no pay range adjustment was recommended from either prior study.

## METHODOLOGY

The Pharmacy I, Pharmacy III, and Pharmacy Technician I classes are survey matches in the local labor market. Data are collected for each class through four local survey sources: Colorado Hospital Association's Regular Wage and Management Compensation surveys; and Mountain States Employers Council's Summer Health Care Compensation and Mental Health surveys. This data was used to compare the state's salary ranges against the local labor market to determine if an adjustment is necessary.

## ISSUES AND FINDINGS

As shown in the following chart, the Pharmacy I and Pharmacy III classes are lagging the market at the range minimum, midpoint, and maximum. In general, pay grade adjustments are determined using a combination of internal alignment and review of available local market data. When examining market data, the magnitude of the difference between the market and state jobs, and the trend or stability of the difference over time (typically at least three years) are considered. To account for variances in the market, the department has historically applied a tolerance range of 7.5% above or below the market midpoint before consideration is given to adjusting a grade. In this case, there is a stable trend established showing an adjustment for Pharmacy classes is needed. It should be noted that the 2001 difference for Pharmacy I and Pharmacy III is less significant than that found in 2002 and 2003, however, this reflects the implementation of a previous system maintenance study and a 7.5% increase that was effective on July 1, 2001. Based on the data below, it is recommended that the pay ranges for both of these classes be adjusted by 15%. This recommendation takes into account the market difference, but also maintains a long-standing internal relationship between the full-operating level (Pharmacy I) and the supervisory level (Pharmacy III).

Pharmacy I									
	State			Market			Difference		
	Minimum	Midpoint	Maximum	Minimum	Midpoint	Maximum	Minimum	Midpoint	Maximum
2003	52,896	65,862	78,828	62,412	76,670	90,927	17.99%	16.41%	15.35%
2002	52,896	64,164	75,432	58,515	71,385	84,256	10.62%	11.25%	11.70%
2001	49,860	60,480	71,100	50,857	63,926	77,000	2.00%	5.70%	8.30%

Pharmacy III									
	State			Market			Difference		
	Minimum	Midpoint	Maximum	Minimum	Midpoint	Maximum	Minimum	Midpoint	Maximum
2003	62,916	78,336	93,756	73,624	94,108	114,589	17.02%	20.13%	22.22%
2002	62,916	76,320	89,724	68,679	87,824	106,963	9.16%	15.07%	19.21%
2001	59,304	71,934	84,564	62,588	74,633	86,679	5.54%	3.75%	2.50%

Pharmacy Technician I, as shown in the following chart, also shows a pattern of the state's pay range lagging the market at the range minimum, midpoint, and maximum. This data shows this difference

has been relatively stable for a three-year period. Based on the chart below, a 10% adjustment is necessary to realign the Pharmacy Technician classes with the market.

<b>Pharmacy Technician I</b>									
State			Market			Difference			
	Minimum	Midpoint	Maximum	Minimum	Midpoint	Maximum	Minimum	Midpoint	Maximum
2003	19,980	24,852	29,724	22,218	27,743	33,267	11.20%	11.63%	11.92%
2002	19,980	24,210	28,440	21,391	26,594	31,796	7.06%	9.85%	11.80%
2001	18,828	22,818	26,808	20,211	25,400	30,586	7.35%	11.32%	14.09%

Based on this data, an increase is warranted to bring Pharmacy and Pharmacy Technician classes back into alignment with the market. It is recommended that the ranges for the Pharmacy series be adjusted by 15%. It is also recommended that the ranges for the Pharmacy Technician classes be adjusted by 10%. Since the Pharmacy II and Pharmacy Technician II classes are not survey classes, each class should be adjusted by the same percentage to maintain the internal alignment between each class and the fully-operational level in appropriate class series. (Pharmacy I and Pharmacy Technician I respectively).

<b>Pharmacy</b>			
Class Code	Class Title	Current Grade	Proposed Grade
C8E1XX	Pharmacy I	C60	C66
C8E2XX	Pharmacy II	C64	C70
C8E3XX	Pharmacy III	C67	C73

<b>Pharmacy Technician</b>			
Class Code	Class Title	Current Grade	Proposed Grade
C8F1XX	Pharmacy Technician I	C20	C24
C8F2XX	Pharmacy Technician II	C24	C28

## MEET AND CONFER ON PROPOSED RESULTS

CRS 24-50-104(1)(b) requires the department to meet and confer with affected employees and employee organizations, if requested, regarding the proposed changes before they are implemented as final. The official notice of proposed changes contained a deadline by which all "meet and confer" activity must conclude in order to implement the recommendations on July 1, 2004. In an

effort to proactively facilitate this process, a public meeting was scheduled for May 14, 2004. Notice of the meeting was included in the cover letter announcing the proposed changes that was sent via e-mail to Personnel Administrators and employee organizations.

Two employees attended the scheduled meeting. In addition, two written comments were received. At the meet and confer session a brief background regarding the study was given, along with an explanation of the study methodology as outlined in this report. The primary issue raised by attendees at the meeting and in the written comments is the dollar-for-dollar implementation procedure.

Explanation was given regarding implementation of system maintenance studies and the dollar-for-dollar provision. Director's Procedure P-3-13 directs system maintenance studies to be implemented on a dollar-for-dollar basis unless the director finds that severe and immediate recruitment and retention problems make it imperative to increase pay to maintain critical services. The dollar-for-dollar procedure allows the department to implement class changes and realign pay grades without incurring excessive cost to the system when there have been no changes to the job assignment and responsibilities themselves. As long as the salary rate of each individual employee is within the new pay range, pay is considered to be in alignment with the market and employees will benefit from the greater economic opportunity of the higher range.

While it is understandable that employees want pay increases to be immediate, there is no indication that the recruiting or retention issues affecting the Pharmacy classes are so severe and immediate that critical services are not being maintained. Nor is there an indication that recruiting or retention problems exist in all classes recommended for pay grade adjustment. For illustration, the turnover rate reported in the Workforce Report for FY02-03 does not reflect a crisis level to justify implementation of the study without dollar-for-dollar. The overall state turnover rate for FY 02-03 (excluding transfers) was 11.4%. Looking at the Health Care Services (HCS) occupational group alone, the overall turnover rate is higher, 18.3%. Comparing these turnover rates to those of the pharmacist class series alone (12.5%) does not show a crisis but rather a reasonable rate of turnover. Looking at the most recent turnover data for the most recent partial year (7/03 through 3/04) shows an increase in the turnover rate to 17.9%, but that figure still compares to the turnover rate for other health care occupations.

The purpose of the study was to realign the pay range with the market. The study is not designed to make up for last year's proposed compensation adjustments that were not funded by the legislature. How employees move through the pay range is determined by other processes in the compensation system, for example, performance-based pay increases or discretionary pay such as matching pay for compression. Agencies are encouraged to explore the use of the various flexible compensation tools in addressing salary concerns with the various classes.

## **FISCAL IMPACT FOR IMPLEMENTATION YEAR**

C.R.S. 24-50-104(4)(c) and (6)(a) require that any study involving increased costs must be included in the Annual Compensation Report for an effective date on the ensuing July 1. The annual survey process allows for a December update to the annual compensation recommendations to allow use of

the most current survey sources and economic information. This study proposes to adjust five classes upward and was reported in the December update because published surveys were not available for the August 1 report deadline. There is no cost for the proposed change to the Pharmacy classes as all positions have current salaries above the proposed range minimums. There is an increased cost of \$2,317 for Pharmacy Technician classes. The Department of Corrections is the only department affected by the increased cost from adjusting two Pharmacy Technician positions to the new range minimum. The following information depicts the assumptions made in the calculation of increased costs.

- Data was taken from EMPL as of February 4, 2004, and is assumed to be accurate as of that date.
- Only permanent positions are reported. Vacant, temporary, and substitute positions are excluded.
- The implementation date of July 1, 2004 coincides with the presumed implementation of the annual compensation adjustments. In accordance with the Director's Administrative Procedures regarding the order of multiple actions on the same effective date, system maintenance studies are implemented first. For this reason, these calculations do not include any annual compensation survey adjustments.
- In accordance with the Director's Administrative Procedures, system maintenance studies are implemented on a "dollar-for-dollar" basis where an employee's current salary remains unchanged when a class is moved to the new grade. An exception is when a class moves upward and the employee's current salary falls below the minimum of the new grade. Such adjustments to base salary represent the increased cost.
- PERA and Medicare costs are included in the calculations.

## **RECOMMENDATIONS**

### **I. Occupational Group**

No change is recommended.

### **II. Class Descriptions**

No change.

### **III. Class Conversion**

No change.



## **STATE OF COLORADO**

### **CLASS SERIES DESCRIPTION**

**July 1, 2004**

### **PHARMACY**

C8E1XX TO C8E3XX

#### **DESCRIPTION OF OCCUPATIONAL WORK**

This class series uses three levels in the Health Care Services Occupational Group and describes the field of pharmacy. Positions in this class series apply the principles, theories, and practices of pharmacy and may also apply auditing, inspection, and investigatory practices and techniques. By statutes CRS 12-22-101 et. seq., a license is required in this class series.

Pharmacists provide pharmaceutical services in state agencies' pharmacy operations or conduct pharmaceutical compliance and performance audits, inspections, and investigations. Pharmaceutical services include filling prescriptions or chart orders and dispensing drugs and pharmaceutical supplies; implementing and maintaining quality assurance standards and controlled substance security; providing drug/medication information to others; serving on health care and pharmacy committees; and, providing advice to supervisors and/or management for the development of pharmacy policies and procedures, drug protocols, and a drug formulary.

Pharmaceutical inspectors conduct pharmaceutical compliance and performance audits; inspect registered pharmaceutical outlets for compliance with relevant legal standards; investigate complaints and possible fraud; and conduct drug accountability audits of registered outlets. Compliance work includes recommending administrative disciplinary proceedings, reporting suspected criminal violations to law enforcement agencies, and testifying in legal proceedings.

Some pharmacists may work in security settings where the positions follow policies and procedures to ensure the safety of themselves and others.

**INDEX:** Pharmacy I begins on page 2, Pharmacy II begins on page 3, Pharmacy III begins on page 5.



## **CLASS SERIES DESCRIPTION (Cont'd.)**

### **PHARMACY**

**July 1, 2004**

## **PHARMACY I**

C8E1XX

### **CONCEPT OF CLASS**

This class describes the fully operational level. Positions operate independently in performing the full range of professional tasks. Work requires the use of discretion and creativity within limits of theory and principles of the profession; management's program objectives; law and regulations; and, general systems and guidelines. Judgment is used in the adaptation and skilled application of guidelines to solve the full range of problems related to the assignment. An employee in this class must anticipate and analyze the impact and consequences of decisions made. Positions may serve as a resource to others or as a specialist in the professional field. Some assignments will not move beyond this level.

### **FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

**Decision Making** -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices.

**Complexity** -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information to determine what it means and how it fits together in order to get practical solutions to problems. Guidelines in the form of standard operating procedures, methods, and techniques exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines that may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation.

**Purpose of Contact** -- The purpose of contact with others outside the supervisory chain, regardless of the method of communication, is for the purpose of either of the following:

Advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Securing regulatory compliance by issuing/revoking licenses and persuading/training to correct problems where there is a formal law to rely on. Regardless of methods used to attempt to obtain compliance, legal authority to impose sanctions and penalties can ultimately be relied on.

## **CLASS SERIES DESCRIPTION (Cont'd.)**

### **PHARMACY**

**July 1, 2004**

**Line/Staff Authority** -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

## **PHARMACY II**

C8E2XX

### **CONCEPT OF CLASS**

This class describes the work leader, project leader, or staff authority. Work leaders exercise some control over the continual work product of others. Project leaders do so on an ongoing project basis where the projects are critical to the agency's mission and fundamental business operations. Staff authorities possess a unique level of knowledge and expertise in a professional field that is needed by the agency to support its overall mission. Agency management routinely relies on the essential consultation of the authority before deciding broad, critical program and policy direction. The consultation provided is accepted as fact and not refuted on its technical merit, even if management does not act on it for political or budgetary reasons. Staff authorities are authorized to take action and issue expert opinions that provide direction for further action by others. Authorities design strategy, systems, processes, guidelines, rules, and standards that are mission critical and directly impact the agency's ongoing operation and broad program or policy. Staff authority is delegated by agency management, beyond the immediate supervisor, and has direct influence and impact agency-wide, including clients. This class differs from Pharmacy I on Decision Making, Complexity and possibly on Line/Staff Authority.

### **FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

**Decision Making** -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

**Complexity** -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of theories, concepts, and principles in

## **CLASS SERIES DESCRIPTION (Cont'd.)**

### **PHARMACY**

**July 1, 2004**

order to tailor them to develop a different approach or tactical plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies.

**Purpose of Contact** -- The purpose of contact with others outside the supervisory chain, regardless of the method of communication, is for the purpose of either of the following:

Advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions or behaviors.

Securing regulatory compliance by issuing/revoking licensees and persuading/training to correct problems where there is a formal law to rely on. Regardless of methods used to attempt to obtain compliance, legal authority to impose sanctions and penalties can ultimately be relied on.

**Line/Staff Authority** -- The direct field of influence the work of a position has on the organization is as an individual contributor, work leader, or staff authority. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

**OR**

The work leader is partially accountable for the work product of two or more full-time equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and work flow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels, including signing leave requests and approving work hours. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

**OR**

The staff authority is a pacesetter who has a unique level of technical expertise in a field or profession that, as part of the ongoing permanent assignment, is critical to the success of an agency. It is an essential component of the work assignment that has been delegated by management to the position. This authority directly influences management decisions within an agency. For example, management relies on such a position when making decisions regarding the direction that policy or a program should take in the staff authority's field of expertise. Managers and peers recognize and seek this level of technical guidance and direction regarding the application of a program or system within the agency or to its clients.

## **CLASS SERIES DESCRIPTION (Cont'd.)**

### **PHARMACY**

**July 1, 2004**

## **PHARMACY III**

C8E3XX

### **CONCEPT OF CLASS**

This class describes program supervision. Program supervisors manage the daily operation of a work unit. Positions determine the annual business plans that integrate with the agency's mission and goals, determine implementation policies and guidelines, develop budgets, establish staffing and directly control the work of others. Work involves directing the implementation of policies, rules, and regulations. This class differs from Pharmacy II on Decision Making and Line/Staff Authority, and possibly Purpose of Contact.

### **FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

**Decision Making** -- The decisions regularly made are at the interpretive level, as described here. Within limits of the strategic master plan and allocated human and fiscal resources, choices involve determining tactical plans to achieve the objectives established by the highest management level. This involves establishing what processes will be done, developing the budget, and developing the staffing patterns and work units in order to deploy staff. This level includes inventing and changing systems and guidelines that will be applied by others statewide. By nature, this is the first level where positions are not bound by processes and operations in their own programs as a framework for decision making and there are novel or unique situations which cause uncertainties that must be addressed at this level. Through deliberate analysis and experience with these unique situations, the manager determines the systems, guidelines, and programs for the future.

**Complexity** -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies.

**Purpose of Contact** -- The purpose of contact with others outside the supervisory chain, regardless of the method of communication, is for the purpose of either of the following:

Securing regulatory compliance by issuing/revoking licenses and persuading/training to correct problems where there is a formal law to rely on. Regardless of methods used to attempt to obtain compliance, legal authority to impose sanctions and penalties can ultimately be relied on.

Authorizing medical treatment protocols followed by others in caring for patients.

## **CLASS SERIES DESCRIPTION (Cont'd.)**

### **PHARMACY**

**July 1, 2004**

**Line/Staff Authority** -- The direct field of influence the work of a position has on the organization is as a unit supervisor. The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

### **ENTRANCE REQUIREMENTS**

Minimum entry requirements and general competencies for classes in this series are contained in the State of Colorado Department of Personnel web site.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

### **CLASS SERIES HISTORY**

Effective 7/1/04 (LLB). Changed pay grades. Published proposed 4/30/04.

Effective 7/1/01 (LLB). HCS Consolidation Study consolidated Pharmacy Inspector (C2G) and Pharmacist (C2H). Draft published 2/21/01, proposed 5/10/01, and final 7/1/01.

Effective 9/1/93 (KAS). Job Evaluation System Revision project. Converted Pharmacy Compliance Auditor (A8129) and Pharmaceutical Inspector (A7044-6) to (C2G). Converted Pharmacist (A5471,3,4) to Pharmacist (C2H). Abolished Pharmacist IV (A5476). Published as proposed 5/10/93.

Revised 7/1/89. Changed education and experience requirements for Pharmacist (A5471,3,4,6).

Created 7/1/86. Pharmaceutical Inspector (A7045-6).

Created 7/1/81. Created Pharmacy Compliance Auditor (A8129).

Created 1/1/75. Pharmacist (5547-6) and Pharmaceutical Inspector (A7044).

**CLASS SERIES DESCRIPTION (Cont'd.)****PHARMACY****July 1, 2004****SUMMARY OF FACTOR RATINGS**

<b>Class Level</b>	<b>Decision Making</b>	<b>Complexity</b>	<b>Purpose of Contact</b>	<b>Line/Staff Authority</b>
Pharmacist I	Operational	Patterned	Advise, Secure	Indiv. Contributor
Pharmacist II	Process	Formulative	Advise, Secure	Indiv. Contributor, Work Leader, Staff Authority
Pharmacist III	Interpretive	Formulative	Secure, Authorize	Unit Supervisor

ISSUING AUTHORITY: Colorado Department of Personnel &amp; Administration



## **STATE OF COLORADO**

### **CLASS SERIES DESCRIPTION**

**July 1, 2004**

### **PHARMACY TECHNICIAN**

**C8F1TX TO C8F2XX**

#### **DESCRIPTION OF OCCUPATIONAL WORK**

This class series uses two levels in the Health Care Services Occupational Group and describes technical work in the field of pharmacy. Positions in this class series provide assistance to pharmacists in the handling of drugs and supplies in the pharmacies of state agencies.

Pharmacy technicians provide assistance and support in the compounding, dispensing, labeling, distribution, and storage of drugs and medications. Duties may also include calculating dosages, maintaining quality assurance standards and meeting sterile aseptic requirements; maintaining patient medication/prescription profiles; filling and pricing prescriptions; processing patient billings; and inventorying, ordering, receiving, and storing drugs and supplies. Some pharmacy technicians work in security settings where the positions follow policies and procedures to ensure the safety of themselves and others.

**INDEX:** Pharmacy Technician I begins on this page and Pharmacy Technician II begins on page 2.

### **PHARMACY TECHNICIAN I**

**C8F1TX**

#### **CONCEPT OF CLASS**

This class describes the fully operational pharmacy technician. Positions in this level provide technical pharmacy support duties that may be limited to one activity or include a variety of activities. Tasks are performed within established and known systems, processes, and operations.

#### **FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

## **CLASS SERIES DESCRIPTION (Cont'd.)**

### **PHARMACY TECHNICIAN**

**July 1, 2004**

**Decision Making** -- The decisions regularly made are at the defined level as described here. Within limits prescribed by the operation, choices involve selecting alternatives that affect the manner and speed with which tasks are carried out. These choices do not affect the standards or results of the operation itself because there is typically only one correct way to carry out the operation. These alternatives include independent choice of such things as priority and personal preference for organizing and processing the work, proper tools or equipment, speed, and appropriate steps in the operation to apply. By nature, the data needed to make decisions can be numerous but are clear and understandable so logic is needed to apply the prescribed alternative. Positions can be taught what to do to carry out assignments and any deviation in the manner in which the work is performed does not change the end result of the operation.

**Complexity** -- The nature of, and need for, analysis and judgment is prescribed as described here. Positions apply established, standard guidelines that cover work situations and alternatives. Action taken is based on learned, specific guidelines that permit little deviation or change as the task is repeated. Any alternatives to choose from are clearly right or wrong at each step.

**Purpose of Contact** -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication are for the purpose of exchanging or collecting information with contacts. This involves giving learned information that is readily understandable by the recipient or collecting factual information in order to solve factual problems, errors, or complaints.

**Line/Staff Authority** -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

## **PHARMACY TECHNICIAN II**

**C8F2XX**

### **CONCEPT OF CLASS**

This class describes the second level pharmacy technician. While the type of duties is similar to those performed at the lower level, the complexity of the job is different. The systems, operations, and processes are still established and defined but allow more flexibility and latitude in adapting practical approaches or routines for various situations. Not all circumstances are covered by established guidelines or so positions must improvise solutions and alternatives. This class includes responsibility for training lower level technicians. The Pharmacy Technician II differs from the Pharmacy Technician I on the Complexity factor and may differ on the Purpose of Contact and Line/Staff Authority factors.



## **CLASS SERIES DESCRIPTION (Cont'd.)**

### **PHARMACY TECHNICIAN**

**July 1, 2004**

#### **FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

**Decision Making** -- The decisions regularly made are at the defined level as described here. Within limits prescribed by the operation, choices involve selecting alternatives that affect the manner and speed with which tasks are carried out. These choices do not affect the standards or results of the operation itself because there is typically only one correct way to carry out the operation. These alternatives include independent choice of such things as priority and personal preference for organizing and processing the work, proper tools or equipment, speed, and appropriate steps in the operation to apply. By nature, the data needed to make decisions can be numerous but are clear and understandable so logic is needed to apply the prescribed alternative. Positions can be taught what to do to carry out assignments and any deviation in the manner in which the work is performed does not change the end result of the operation.

**Complexity** -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information to determine what it means and how it fits together in order to get practical solutions to problems. Guidelines in the form of standard operating procedures, methods, and techniques exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines that may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation.

**Purpose of Contact** -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of either of the following:

Exchanging or collecting information with contacts. This involves giving learned information that is readily understandable by the recipient or collecting factual information in order to solve factual problems, errors, or complaints. For example, a position collects data through various sources, which impacts pharmacy operations.

Detecting or discovering information, problems, or failures by interviewing or investigating where the issues or results of the contact are not known ahead of time. For example, conducting inspections of drugs and medications held on wards.

**Line/Staff Authority** -- The direct field of influence the work of a position has on the organization is as an individual contributor or work leader. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team.

#### **OR**

The work leader is partially accountable for the work product of two or more full-time equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. Typical elements of direct control

## **CLASS SERIES DESCRIPTION (Cont'd.)**

### **PHARMACY TECHNICIAN**

**July 1, 2004**

over other positions by a work leader include assigning tasks, monitoring progress and workflow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels, including signing leave requests and approving work hours. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

### **DEFINITIONS**

Technical/Technological - Work in support of professional levels by applying basic technical practices to solve practical problems not involving the application of theories; having to do with the practical or applied sciences.

### **ENTRANCE REQUIREMENTS**

Minimum entry requirements and general competencies for classes in this series are contained in the State of Colorado Department of Personnel web site.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

### **CLASS SERIES HISTORY**

Effective 7/1/04 (LLB). Changed pay grade. Published proposed 4/30/04.

Effective 7/1/01 (LLB). HCS Consolidation Study revised class description. Draft published 2/21/01, proposed 5/10/01, and final 7/1/01.

Effective 9/1/93 (KAS). Job Evaluation System Revision project. Converted Pharmacy Technician (A2413-4) to Pharmacy Technician I and II (C3K). Published as proposed 5/14/93.

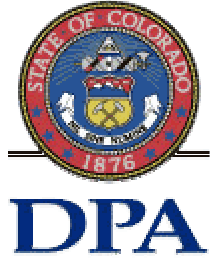
Revised 7/1/93. Changed grade, relationship, and entrance requirements.

Created 3/1/77. Pharmacy Technician A and B (A2413-4).

### **SUMMARY OF FACTOR RATINGS**

<b>Class Level</b>	<b>Decision Making</b>	<b>Complexity</b>	<b>Purpose of Contact</b>	<b>Line/Staff Authority</b>
Pharmacy Technician I	Defined	Prescribed	Exchange	Indiv. Contributor
Pharmacy Technician II	Defined	Patterned	Exchange or Detect	Indiv. Contributor or Work Leader

ISSUING AUTHORITY: Colorado Department of Personnel & Administration



# **SYSTEM MAINTENANCE STUDY**

## **NARRATIVE REPORT -- FINAL CHANGES**

### **WILDLIFE MANAGER**

**Class Code H6U1TX through H6U6XX**  
**Conducted Fiscal Year 2003-2004**

#### **BACKGROUND AND PURPOSE OF STUDY**

This system-wide study is part of the state personnel director's statutory responsibility, C.R.S. 24-50-104(1)(b), for maintaining and revising the system of classes covering all positions in the state personnel system. Such maintenance may include the assignment of appropriate pay grades that reflect prevailing wage as mandated by C.R.S. 24-50-104(1)(a). The state personnel director has delegated authority for system studies to the Division of Human Resources (hereafter "the division").

In response to a request from Division of Wildlife management, a commitment was made to review the pay relationship of the Wildlife Manager class series. This class series currently has a pay structure similar to that of the General Professional class series and has been historically related to other occupations found in the Professional Services occupational group. This relationship goes back as far as the 1970's when wildlife jobs along with other professional level jobs in the life and social science fields were internally linked to general administrative jobs for pay purposes. The wildlife classes have been the subject of four system maintenance studies between 1978 and 1993. The three most recent studies did not support changing the long-standing internal alignment of these classes.

#### **METHODOLOGY**

The Wildlife Manager classes are not matched in any of the local market surveys because the nature of the occupation is typically found at the state level. No local survey sources were identified by the Division of Wildlife and staff was unable, through Internet research, to locate any survey that would produce local data on comparable jobs. While the Division of Wildlife provided a list of consultants as comparable jobs, these jobs are not considered comparable for salary setting purposes because

consultants typically operate as independent contractors rather than employees, and the nature of consulting work includes overhead charges being built into the salary rates. This is not comparable employment, regardless of whether some of the duties are similar and was not be used to determine either an appropriate pay range or the internal alignment of jobs. Because of the nature of work performed by these positions and the comparable employment setting being that of a government, data from the Central States Compensation Association (CSCA) survey was used for the analysis. This survey source is particularly useful for this type of analysis because it allows a comparison between two benchmark jobs to be made within the same employer. Because the data in the CSCA survey is regional data, it is not used to make the actual salary recommendation, only to verify that Colorado's internal alignment between classes is similar to that found in other state governments.

## **ISSUES AND FINDINGS**

Data from the CSCA survey was analyzed to determine how the Wildlife Manger classes align internally with another benchmark occupation. The selected benchmark job for the pay relationship comparison is the full-operating Human Resource Professional. This class was chosen because it is matched in both the CSCA and local survey sources. The class also has the same internal relationship and structure as Wildlife Manager class series, and there are adequate data available for both classes on which to make the comparison.

Colorado's pay range for the Wildlife Manager III and General Professional III classes (both full-operating levels) are the same. A review of the CSCA Survey shows Colorado's Wildlife Manger III matched to four distinct classes in the survey, namely, Wildlife Biologist, Game Warden, Ecologist, and Reservoir Wildlife Specialist. Because Colorado's Wildlife Manager class series is a broadly defined occupation, the data from all four of the specific occupations in the CSCA survey were compared individually against the Human Resource (HR) Professional benchmark.

Twenty-four states reported data for one or more of the four benchmark jobs. Using the average of the four classes matched to Colorado's Wildlife Manger III as the comparison, seven states align the Wildlife Biologist (matches Wildlife Manager III) pay range lower than Human Resource Professional (matches Colorado's General Professional III concept), one state aligns the classes equally (Colorado's practice), 15 states align the Wildlife Manager pay grade higher than the Human Resource Professional, and one state did not have a match for both the HR job and one of the benchmark classes. This comparison clearly shows that the common practice is for Wildlife Manager to have a relationship that is higher than the General Professional. Comparing the pay difference between the life science average and the benchmark HR Professional, the overall difference is 5%. Based on this analysis, a pay grade adjustment is warranted to realign these classes.

The local market data was also reviewed to determine whether the pay range for the benchmark class (full-operating level HR Professional) is properly aligned with the local labor market. By doing this, both internal and external alignment can be maintained. Data was collected from five local market surveys (159 firms represented) for the benchmark full-operating Human Resource Professional (General Professional III). The local data shows the class is appropriately aligned with local market. Based on the relationship comparison with other states and the conclusion that Colorado's pay range

for a full-operating Human Resource Professional (General Professional III) is appropriate, the data supports a realignment of the relationship between Wildlife Manager and the General Professional class series.

Based on this analysis, an upward pay grade adjustment is warranted to realign the internal relationship between the Wildlife Manager and General Professional class series. It is recommended that an upward adjustment of two pay grades (5%) be applied to all classes in the Wildlife Manager series to maintain the internal alignment between the classes in the series.

<b>Wildlife Manager</b>			
Class Code	Class Title	Current Grade	Proposed Grade
H6U1TX	Wildlife Manager I	H26	H28
H6U2XX	Wildlife Manager II	H31	H33
H6U3XX	Wildlife Manager III	H37	H39
H6U4XX	Wildlife Manager IV	H45	H47
H6U5XX	Wildlife Manager V	H51	H53
H6U6XX	Wildlife Manager VI	H55	H57

## **MEET AND CONFER ON PROPOSED RESULTS**

CRS 24-50-104(1)(b) requires the department to meet and confer with affected employees and employee organizations, if requested, regarding the proposed changes before they are implemented as final. The official notice of proposed changes contained a deadline by which all "meet and confer" activity must conclude in order to implement the recommendations on July 1, 2004. In an effort to proactively facilitate this process, a public meeting was scheduled for May 14, 2004. Notice of the meeting was included in the cover letter announcing the proposed changes that was sent via e-mail to Personnel Administrators and employee organizations. No one attended the scheduled meeting and no comments were received through mail, e-mail, or by telephone.

## **FISCAL IMPACT FOR IMPLEMENTATION YEAR**

C.R.S. 24-50-104(4)(c) and (6)(a) require that any study involving increased costs must be included in the Annual Compensation Report for an effective date on the ensuing July 1. The annual survey process allows for a December update to the annual compensation recommendations to allow use of the most current survey sources and economic information in the analysis. This study proposes to adjust six classes upward that will result in increased costs of \$76,428. These costs were reported in the December update. The Department of Natural Resources is the only department affected by the

increased costs resulting from adjusting 41 positions to the new range minimums. The department was contacted and can absorb these increases.

The following information depicts the assumptions made in the calculation of increased costs.

- Data was taken from EMPL as of February 4, 2004, and is assumed to be accurate as of that date.
- Only permanent positions are reported. Vacant, temporary, and substitute positions are excluded.
- The implementation date of July 1, 2004 coincides with the presumed implementation of the annual compensation adjustments. In accordance with the Director's Administrative Procedures regarding the order of multiple actions on the same effective date, system maintenance studies are implemented first. For this reason, these calculations do not include any annual compensation survey adjustments.
- In accordance with the Director's Administrative Procedures, system maintenance studies are implemented on a "dollar-for-dollar" basis where an employee's current salary remains unchanged when a class is moved to the new grade. An exception is when a class moves upward and the employee's current salary falls below the minimum of the new grade. Such adjustments to base salary represent the increased cost.
- PERA and Medicare costs are included in the calculations.

## **RECOMMENDATIONS**

### **I. Occupational Group**

No change is recommended.

### **II. Class Descriptions**

No change.

### **III. Class Conversion**

No change.



## **STATE OF COLORADO**

### **CLASS SERIES DESCRIPTION**

**July 1, 2004**

#### **WILDLIFE MANAGERS**

H6U1TX TO H6U6XX

#### **DESCRIPTION OF OCCUPATIONAL WORK**

This class series uses six levels in the Professional Services Occupational Group and describes wildlife management work in protecting, preserving, and controlling wildlife resources. The work entails the coordination or management of wildlife activities within the assigned areas or statewide. These include planning, conducting, and evaluating wildlife program efforts and enforcing applicable regulations and laws. This occupation is concerned with all wildlife species, resident and migratory, in the state. Programs include major areas of hunting or fishing recreation, watchable wildlife, and/or non-game and endangered wildlife. Positions work with planning boards or commissions; environmental agencies; federal and state natural resource agencies; commercial land developers; farmers, ranchers, and sportsmen; and, the general public. Services include education and information on hunting, fishing, and preserving natural habitats. By statute, CRS 18-1-901, positions are granted peace officer status with specific authorities found in supporting wildlife statutes and appointing authority delegations.

The work may entail planning and conducting data collection and testing methods to understand a wildlife problem, its cause, and the means to comply with program and regulatory standards and requirements. Work may include improvements or modifications to management of terrestrial, aquatic, or habitat issues of wildlife. The work typically includes writing reports and preparing briefings or presentations explaining the use, analysis, and results of their work concerning the applicability, efficiency, and accuracy of methods of utilizing wildlife theories and models on wildlife issues in the state. At the higher levels, the work involves managing program areas pertaining to the agency mission and operation.

**INDEX:** Wildlife Manager I begins on page 2, Wildlife Manager II begins on page 3, Wildlife Manager III begins on page 4, Wildlife Manager IV begins on page 6, Wildlife Manager V begins on page 8, and Wildlife Manager VI begins on page 11.

**CLASS SERIES DESCRIPTION (Cont'd.)**  
**WILDLIFE MANAGERS**  
**July 1, 2004**

**WILDLIFE MANAGER I**

H6U1TX

**CONCEPT OF CLASS**

This class describes the first level. Positions learn the principles and theories of wildlife management, habitat preservation or enhancement, and the policies, regulations, and guidelines appropriate to their prospective jobs. Some positions in this level attend formal academy-type training and then are under the direct supervision of a training supervisor or a higher level wildlife manager for on-the-job training. Positions are not expected to stay in this class indefinitely.

**FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

**Decision Making** -- The decisions regularly made are at the defined level, as described here. Within limits prescribed by the operation, choices involve selecting alternatives that affect the manner and speed with which tasks are carried out. These choices do not affect the standards or results of the operation itself because there is typically only one correct way to carry out the operation. For example, in an academic or learning situation, there is only one correct solution or answer to a problem or learning objective. These alternatives include independent choice of such things as priority and personal preference for organizing and processing the work, proper tools or equipment, speed, and appropriate steps in the operation to apply. By nature, the data needed to make decisions can be numerous but are clear and understandable so logic is needed to apply the prescribed alternative. Positions can be taught what to do to carry out assignments and any deviation in the manner in which the work is performed does not change the end result of the operation. Although positions may vary the speed or sequence of completing training course units, the outcome remains the same, specifically, completion of training.

**Complexity** -- The nature of, and need for, analysis and judgment is prescribed, as described here. Positions apply established, standard guidelines which cover work situations and alternatives. Action taken is based on learned, specific guidelines that permit little deviation or change as the task is repeated. Any alternatives to choose from are clearly right or wrong at each step. As an example, positions apply specific steps in completing tasks assigned by a field training officer or supervisor.

**Purpose of Contact** -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of exchanging or collecting information with contacts. This involves giving learned information that is readily understandable by the recipient or collecting factual information in order to solve factual problems, errors, or complaints. For example, positions collect information from sportsmen as to the numbers and locations of species, harvest success, and compliance with laws.

**Line/Staff Authority** -- The direct field of influence the work of a position has on the organization is as an individual contributor.



**CLASS SERIES DESCRIPTION (Cont'd.)**  
**WILDLIFE MANAGERS**  
**July 1, 2004**

**WILDLIFE MANAGER II**

H6U2XX

**CONCEPT OF CLASS**

This class describes the second-level wildlife manager. Positions in this level have responsibility for conducting wildlife management operations. The work may include the development of plans to protect and control species in a district by obtaining information on game management units, harvest data, and recommending habitat changes. Positions respond to complaints of illegal hunting, fishing, or trapping, and evaluate applications for access permits. The work may include presenting information to the public on wildlife programs in game and non-game areas. Positions work with other wildlife managers, biologists, local and federal agencies to develop wildlife management plans or projects, and to mitigate any impacts on wildlife and habitats. This class differs from the Wildlife Manager I class in the Decision Making, Complexity, and Purpose of Contact factors.

**FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

**Decision Making** -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. As an example, positions decide how and when to stock or transplant individual species. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices. For example, positions at this level make decisions on stocking fish in lakes and streams which are guided by agency standards for species management.

**Complexity** -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study species analysis and harvest information to determine what it means and how it fits together in order to get practical solutions in the form of trapping or transplanting plans or habitat improvements. Guidelines in the form of management plans, program guidelines, agency administrative directives and policies exist for most situations. As an example, management plans cover most aspects of protecting a species. Judgment is needed in locating and selecting the most appropriate of these guidelines which may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation. For example, positions choose the most appropriate game damage assessment method or the habitat modification to apply based on available guidelines.

**Purpose of Contact** -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of at least two of the following:

**CLASS SERIES DESCRIPTION (Cont'd.)**  
**WILDLIFE MANAGERS**  
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Advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions and behaviors. For example, positions advise landowners on habitat improvements or methods of limiting game damage.

Detecting, discovering, exposing information, problems, violations or failures by interviewing or investigating where the issues or results of the contact are not known ahead of time. As an example, positions probe claims of game damage to determine extent of losses or to insure compliance with environmental policies.

Physically restraining and arresting citizens as peace officers enforcing the law. These positions meet the criteria for the Enforcement and Protective Services occupational group. Positions may detain violators of fishing and hunting regulations and to enforce wildlife statutes and regulations.

**Line/Staff Authority** -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

**WILDLIFE MANAGER III**

H6U3XX

**CONCEPT OF CLASS**

This class describes the fully-operational level. In addition to work described by the Wildlife Manager II class, positions in this class have greater latitude to make decisions on game management processes, handle complaints and investigations on access or hunting/fishing violations, develop plans for threatened or endangered species, and develop programs for wildlife activities such as licensing, community relations, watchable wildlife, etc. The work may include responsibility for resolving landowner disputes and environmental impact assessments and mitigation negotiations. Positions perform public relations work with the public and local organizations, such as special interest groups and planning boards or commissions. This class differs from the Wildlife Manager II class in the Decision Making, and Complexity factors.

**FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

**Decision Making** -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. As an example, for an endangered species plan, positions decide the operations to protect and manage these species and what measures will be taken to enhance their propagation. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or

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case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. As an example, positions use species management models to develop data analysis unit plans for harvesting in their district. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

**Complexity** -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of biology, wildlife management, and ecological theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. For example, positions analyze appropriate species enhancement methods based on biological and habitat principles. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies. For example, positions adapt wildlife supplementary feeding guidelines to deal with rangeland food shortages, or adapt mitigation guidelines for land development.

**Purpose of Contact** -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of at least two of the following:

Detecting, discovering, exposing information, problems, violations or failures by interviewing or investigating where the issues or results of the contact are not known ahead of time. As an example, positions probe claims of game damage to determine extent of losses.

Advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions and behaviors. For example, positions advise developers on habitat mitigation measures to use or advise landowners on methods of limiting conflicts with wildlife.

Physically restraining and arresting citizens as peace officers enforcing the law. These positions meet the criteria for the Enforcement and Protective Services occupational group. For example, during big game checks, positions may detain hunting violators.

Negotiating as an official representative of one party in order to obtain support or cooperation where there is no formal rule or law to fall back on in requiring such action or change from the other party. Such negotiation has fiscal or programmatic impact on an agency. In reaching settlements or compromises, the position does not have a rule or regulation to enforce but is accountable for the function. For example, positions negotiate settlements for game damage or negotiate wildlife or habitat mitigation proposals.

**Line/Staff Authority** -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team.

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**WILDLIFE MANAGER IV**

H6U4XX

**CONCEPT OF CLASS**

This class describes the work leader or staff authority with increased complexity in the job. Also included in this class are positions functioning as an agency pacesetter in wildlife management which is evidenced by management and peer reliance on such a position for policy and program recommendations that impact the agency's mission. This class differs from the Wildlife Manager III class on the Line/Staff Authority factor and possibly in the Purpose of Contact factor.

**FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

**Decision Making** -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. For example, in testing compliance or studying the applicability of a theoretical, biological model, a position determines the set of techniques and methodologies to be used in a wildlife operation. The general pattern, program, or system exists but must be individualized. For example, the scientific or wildlife program guidelines exist, but must be adapted for the specific plan or study. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, wildlife principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. For example, a position applies biological principles and analytic techniques in designing methods of adjust and weigh raw data and evaluate its reliability to identify needs for stocks or harvests in a species. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

**Complexity** -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of biology, wildlife management, and ecological theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. For example, positions analyze appropriate species enhancement methods based on biological and habitat principles. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies. For example, positions adapt wildlife supplementary feeding guidelines to deal with rangeland food shortages, or adapt mitigation guidelines for land development.

**OR**

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The nature of, and need for, analysis and judgment is strategic, as described here. Positions develop guidelines to implement a program that maintains the agency's mission. Guidelines do not exist for most situations. In directive situations, positions use judgment and resourcefulness to interpret circumstances in a variety of situations and establish guidelines that direct how a departmental/agency program will be implemented. For example, a position develops licensing guidelines for statewide hunting of game species and interprets circumstances when licensing agents are authorized to sell them when appropriate guidelines are absent or new licensing programs are instituted.

**Purpose of Contact** -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of at least two of the following:

Detecting, discovering, exposing information, problems, violations or failures by interviewing or investigating where the issues or results of the contact are not known ahead of time. For example, in interviewing subjects during an experiment or study, positions persuade subjects to cooperate or resolve problems with the subject's understanding by interpreting and probing for information.

Securing regulatory compliance by issuing or revoking licenses and persuading or training others to correct problems. Regardless of the methods used to attempt to obtain compliance, the position can ultimately rely on legal authority to impose sanctions and penalties. For example, regardless of methods used to persuade others to comply, a position initiates compliance action against violators, such as warnings, fines, or suspension of licensing authority.

Clarifying underlying rationale, intent, and motive by educating others on unfamiliar concepts and theories or marketing a product or service. This goes beyond what has been learned in training or repeating information that is available in another format. For example, positions teach courses and seminars, interpret results, or educate potential sponsors or developers on wildlife environmental issues.

Physically restraining and arresting citizens as peace officers enforcing the law. These positions meet the criteria for the Enforcement and Protective Services occupational group. For example, during big game checks, positions may detain hunting violators.

Negotiating as an official representative of one party in order to obtain support or cooperation where there is no formal rule or law to fall back on in requiring such action or change from the other party. Such negotiation has fiscal or programmatic impact on an agency. In reaching settlements or compromises, the position does not have a rule or regulation to enforce but is accountable for the function. For example, as the agency's representative, positions are authorized to negotiate contractual agreements with other agencies on program commitments.

**Line/Staff Authority** -- The direct field of influence the work of a position has on the organization is as a work leader or staff authority. The work leader is partially accountable for the work product of two or more full-time equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and work flow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels, including signing leave

**CLASS SERIES DESCRIPTION (Cont'd.)**  
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requests and approving work hours. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

**OR**

The staff authority is a pacesetter who has a unique level of technical expertise in a field or profession that, as part of the assignment, is critical to the success of an agency. It is an essential component of the work assignment that has been delegated by management to the position. This authority directly influences management decisions within an agency. For example, management relies on such a position when making decisions regarding the direction that wildlife policy or program should take in the staff authority's field of expertise. Managers and peers recognize and seek this level of technical guidance and direction regarding the application of a program or system within the agency or to its clients.

**WILDLIFE MANAGER V**

**H6U5XX**

**CONCEPT OF CLASS**

This class describes the supervisory or senior authority level. As first-level supervisor, positions fully supervise other wildlife managers and take actions which affect the pay, status, or tenure of subordinates. Positions resolve conflicts and coordinate area plans for managing wildlife resources as they develop game management plans, budget requests, capital construction requests, and law enforcement plans. Positions develop technical input to operations plans and may conduct special studies or projects for the region. Some positions function as a pacesetter which is evidenced by management and peer reliance on such a position for guidance on wildlife policy or program direction which has impact beyond the agency. This class differs from the Wildlife Manager IV class in the Complexity and Line/Staff Authority factors and may differ in Decision Making and Purpose of Contact factors.

**FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

**Decision Making --** The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

**OR**

**CLASS SERIES DESCRIPTION (Cont'd.)**  
**WILDLIFE MANAGERS**  
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The decisions regularly made are at the interpretive level, as described here. Within limits of the strategic master plan and allocated human and fiscal resources, choices involve determining tactical plans to achieve the objectives established by the higher management (strategic) level. This involves establishing what processes will be done, developing a budget, and developing the staff patterns and work units in order to deploy staff. As an example, wildlife managers decide how to deploy staff to accomplish the objectives in the regional operations plan. This level includes inventing and changing systems and guidelines that will be applied by others statewide. By nature, this is the first level where positions are not bound by processes and operations in their own programs as a framework for decision making and there are novel or unique situations that cause uncertainties that must be addressed at this level. Through deliberate analysis and experience with these unique situations, the manager or expert determines the systems, guidelines, and programs for the future. For example, positions decide the guidelines to be used by subordinates in resolving landowner disputes, environmental impacts due to commercial development, or recovery of contaminated river basins.

**Complexity** -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of wildlife management theories, habitat improvement concepts, and law enforcement principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. As an example, positions use species propagation theories in developing plans for enhancing a species. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies. As an example, positions use judgment to modify existing species management principles to deal with the impact of winter-kill situations.

**OR**

The nature of, and need for, analysis and judgment is unprecedented, as described here. Positions originate models, concepts, and theories that are new to the professional field **AND** where no prototype exists in state government. For example, a position develops the models and measurements, i.e., species management models, that will be applied by other wildlife managers. At the leading edge, guidelines do not exist so judgment and resourcefulness are needed to develop them.

**Purpose of Contact** -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of at least two of the following:

Securing regulatory compliance by issuing or revoking licenses and persuading or training others to correct problems. Regardless of the methods used to attempt to obtain compliance, the position can ultimately rely on legal authority to impose sanctions and penalties. For example, regardless of methods used to persuade others to comply, a positions initiates compliance action against violators, such as warnings, fines, or suspension of licensing authority.

Clarifying underlying rationale, intent, and motive by educating others on unfamiliar concepts and theories or marketing a product or service. This goes beyond what has been learned in training or repeating information that is available in another format. For example, positions may educate others on wildlife and habitat principles during meetings on environmental impacts of commercial development.

**CLASS SERIES DESCRIPTION (Cont'd.)**  
**WILDLIFE MANAGERS**  
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Physically restraining and arresting citizens as peace officers enforcing the law. These positions meet the criteria for the Enforcement and Protective Services occupational group. For example, as a law enforcement team leader, positions direct special investigations into violations of exotic game laws which may result in arrest of violators.

Negotiating as an official representative of one party in order to obtain support or cooperation where there is no formal rule or law to fall back on in requiring such action or change from the other party. Such negotiation has fiscal or programmatic impact on an agency. In reaching settlements or compromises, the position does not have a rule or regulation to enforce but is accountable for the function. For example, positions negotiate game damage assessments or cooperative agreements with other agencies for sharing resources or costs of joint projects such as a Habitat Partnership agreement.

**Line/Staff Authority** -- The direct field of influence the work of a position has on the organization is as a unit supervisor or senior authority. The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact the pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

**OR**

The senior authority is a pacesetter who has a unique level of technical expertise in a field or profession that, as part of the assignment, is critical to the success of an agency. It is an essential component of the work assignment that has been delegated by management to the position. This authority directly influences management decisions beyond the agency. Managers and peers seek this level of technical guidance and direction as the designer of a statewide system or in a subject area for other areas of state government. Managers and peers, both internally and externally to the agency, rely on this pacesetter when making decisions regarding the direction that policy, programs, and systems should take in the pacesetter's field of expertise. For example, such a position provides statewide guidance on a wildlife program.

**WILDLIFE MANAGER VI**

H6U6XX

**CONCEPT OF CLASS**

This class describes the second-level supervisor or leading authority. The work includes supervising at least two subordinate unit supervisors, and, in some cases, the support staff of the region. The work includes planning for implementation of the agency's long-range goals and objectives, evaluating region operations for effectiveness and efficiency purposes, and resolving potentially costly real estate issues or problems. Positions handle the external communications for such things as complaints or sensitive incidents. The positions also coordinate formal agreements on environmental issues and multi-agency agreements. Also included in this class are those leading authorities whose designated authority extends



**CLASS SERIES DESCRIPTION (Cont'd.)**  
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beyond the state's boundaries on a regional or national level. This class differs from the Wildlife Manager V class in the Line/Staff Authority factor and possibly in the Decision Making, Complexity, and Purpose of Contact factors.

**FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

**Decision Making** -- The decisions regularly made are at the interpretive level, as described here. Within limits of the strategic master plan and allocated human and fiscal resources, choices involve determining tactical plans to achieve the objectives established by the higher management (strategic) level. This involves establishing what processes will be done, developing the budget, and developing the staffing patterns and work units in order to deploy staff. For example, for new goals and objectives in the agency's long-range plans, positions determine how to implement the programs, what aspects will be completed in what amounts, the scope of operations to implement it, and the staffing it will take to complete it. This level includes inventing and changing systems and guidelines that will be applied by others statewide. By nature, this is the first level where positions are not bound by processes and operations in their own programs as a framework for decision making and there are novel or unique situations that cause uncertainties that must be addressed at this level. As an example, positions decide the changes needed to institute new licensing programs. Through deliberate analysis and experience with these unique situations, the manager or expert determines the systems, guidelines, and programs for the future.

**Complexity** -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of biological theories, habitat improvement concepts, and budgeting principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. As an example, positions formulate specific regional policies on handling critical environmental issues. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies. For example, positions use judgment in establishing wetlands mitigation policies for the region.

**OR**

The nature of, and need for, analysis and judgment is strategic, as described here. Positions develop guidelines to implement a program that maintains the agency's mission. Guidelines do not exist for most situations. In directive situations, positions use judgment and resourcefulness to interpret circumstances in a variety of situations and establish guidelines that direct how a departmental/agency program will be implemented. For example, positions develop operational policies on broad mission areas such as informed consent, confidentiality, or migratory issues.

**OR**

The nature of, and need for, analysis and judgment is unprecedented, as described here. Positions originate models, concepts, and theories that are new to the professional field **AND** where no prototype

**CLASS SERIES DESCRIPTION (Cont'd.)**  
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**July 1, 2004**

exists in state government. At the leading edge, guidelines do not exist so judgment and resourcefulness are needed to develop them.

**Purpose of Contact** -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of any of the following:

Clarifying underlying rationale, intent, and motive by educating others on unfamiliar concepts and theories or marketing a product or service. This goes beyond what has been learned in training or repeating information that is available in another format. For example, positions may educate others on wildlife and habitat principles during meetings on environmental impacts of commercial development.

Negotiating as an official representative of one party in order to obtain support or cooperation where there is no formal rule or law to fall back on in requiring such action or change from the other party. Such negotiation has fiscal or programmatic impact on an agency. In reaching settlements or compromises, the position does not have a rule or regulation to enforce but is accountable for the function. For example, positions negotiate with landowners on real estate purchases or transfers.

Defending, arguing, or justifying an agency's position in formal hearings or court where the position is an official representative of one party. For example, positions defend agency operations during commission or legislative committee hearings in order to influence these decision makers.

**Line/Staff Authority** -- The direct field of influence the work of a position has on the organization is as a manager or leading authority. The manager must be accountable for multiple units through the direct supervision of at least two subordinate Unit Supervisors; and, have signature authority for actions and decisions that directly impact pay, status, and tenure. Elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, second-level signature on performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

**OR**

The leading authority is a pacesetter who has a rare level of technical expertise in a field or profession that, as part of the assignment, is critical to the success of an agency. It is an essential component of the work assignment that has been delegated by management to the position. This authority directly influences management decisions and peers in the profession outside of state government. Managers and peers beyond state government recognize and seek this level of technical guidance and direction because of the recognized expertise in a subject area. For example, program managers and colleagues in other states rely on this regional or national pacesetter when making decisions regarding the direction of their policy, programs, and systems in the pacesetter's field of expertise. This reliance on, and delegation of, primary responsibility for influencing management direction, including representing the state regionally or nationally, separates this level of staff authority from all others. For example, positions which influence regional councils on migratory game issues would be such an authority.

**CLASS SERIES DESCRIPTION (Cont'd.)**  
**WILDLIFE MANAGERS**  
**July 1, 2004**

**ENTRANCE REQUIREMENTS**

Minimum entry requirements and general competencies for classes in this series are contained in the State of Colorado Department of Personnel web site.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

**CLASS SERIES HISTORY**

Effective 7/1/04 (LLB). Changed pay grades. Published proposed 4/30/04.

Revised 9/1/98 (CVC). Changed class codes due to PS Consolidation study.

Effective 9/1/93 (DLF). Job Evaluation System Revision project. Published as proposed 6/1/93, 1/14/94.

Revised 3/1/93. Changed class code and title for Wildlife Biologists (A6389-90).

Revised 8/1/92. Changed pay differential, District Wildlife Manager (A6305-07), and Wildlife Biologists (A6389-90).

Revised 5/1/90. Changed pay differential, District Wildlife Manager (A6305-07).

Revised 7/1/85. Changed entrance requirements and added options for Senior Wildlife Biologist (A6390).

Revised 2/1/84. Changed grades and relationships, District Wildlife Manager (A6305-07), Assistant Regional Wildlife Manager (A6357), Wildlife Program Specialist (A6309). Created multiple ranges for Wildlife Biologists (A6387-88).

Revised 2/1/84. Changed grade, relationship, nature of work, and entrance requirements, Area Wildlife Supervisor (A6356).

Revised 7/1/83. Changed grade and relationship for Senior Wildlife Biologist (A6390).

Revised 11/1/82. Changed nature of work and entrance requirements, District Wildlife Manager (A6305-07).

Revised 1/1/80. Changed entrance requirements for Wildlife Program Specialist (A6309).

Revised 4/1/79. Changed class code, title, and entrance requirements for Wildlife Program Specialist (A6309).

Revised 10/1/78. Changed entrance requirements and relationship for Wildlife Biologist (A6389).

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Revised 7/1/78. Changed grades and relationships, District Wildlife Manager (A6305-06, 56-57), Wildlife Program Specialist (A6309), and Wildlife Biologists (A6389-90)

Created 7/1/78. District Wildlife Manager (A6307).

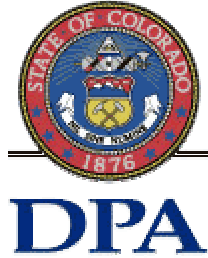
Created 6/1/75. Assistant Regional Wildlife Manager (A6357).

Created 1/1/75. District Wildlife Manager (A6305-06,56), Wildlife Program Specialist (A6309), Wildlife Biologist and Senior Wildlife Biologist (A6389-90).

**SUMMARY OF FACTOR RATINGS**

Class Level	Decision Making	Complexity	Purpose of Contact	Line/Staff Authority
Wildlife Manager I	Defined	Prescribed	Exchange	Indiv. Contributor
Wildlife Manager II	Operational	Patterned	* Advise, Detect, Restrain	Indiv. Contributor
Wildlife Manager III	Process	Formulative	* Detect, Advise, Restrain, Negotiate	Indiv. Contributor
Wildlife Manager IV	Process	Formulative or Strategic	* Detect, Secure, Clarify, Restrain, Negotiate	Work Leader or Staff Authority
Wildlife Manager V	Process or Interpretive	Formulative or Unprecedented	* Secure, Clarify, Restrain, Negotiate	Unit Supervisor or Senior Authority
Wildlife Manager VI	Interpretive	Formulative, Strategic, or Unprecedented	Clarify, Negotiate, Defend	Manager or Leading Authority

\* Must have 2.



# **SYSTEM MAINTENANCE STUDY**

## **NARRATIVE REPORT -- FINAL CHANGES**

### **Elimination of Vacant Classes**

**Conducted Fiscal Year 2003-2004**

#### **BACKGROUND AND PURPOSE OF STUDY**

This system-wide study is part of the Department of Personnel & Administration's (hereafter "the department") statutory responsibility, CRS 24-50-104(1)(b), for maintaining and revising the system of classes covering all positions in the state personnel system. Such maintenance may include the assignment of appropriate pay grades that reflect prevailing wage as mandated by CRS 24-50-104(1)(a).

This specific study is conducted each year to eliminate those classes that are vacant and no longer used. It maintains a current, accurate class plan for all users. This relatively simple housekeeping process also reduces the number of classes, which contributes to the goal of fewer, broader classes.

#### **METHODOLOGY**

A list of vacant classes from the employee database (EMPL) was obtained. Each occupational specialist examined the list of classes and selected those being proposed for abolishment. A list of 18 potential classes was emailed to all HR administrators on February 9, 2004. The HR administrators were asked to reply only if they wished to request retention of a class and to provide the rationale for doing so. Such responses were due by February 17, 2004.

Thirteen of the 18 vacant classes will be retained. Five classes are currently used by the University of Colorado Health Sciences Center; because UCHSC does not use EMPL, these employees were not reflected in EMPL. One of the classes is used for promotional purposes. Eight of the classes are

entry level and multiple agencies anticipate a need for them in the next year. The remaining five classes will be abolished.

It should be noted that any class being eliminated may be recreated if the need should arise in the future.

## **RECOMMENDATION**

The following five classes will be abolished on July 1, 2004. Revised class descriptions will be available on that date.

<b>CODE</b>	<b>CLASS TITLE</b>
D8F6IX	LTC Trainee VI
H2A5XX	Applications Programmer IV
H6I3XX	Chaplain III
H6O4XX	Lottery Sales Rep IV
H6V4XX	Youth Services Assistant Administrator

## **FISCAL IMPACT FOR IMPLEMENTATION YEAR**

There is no fiscal impact from this study. These classes are vacant and no current employee is affected.



## **STATE OF COLORADO**

### **CLASS SERIES DESCRIPTION**

**July 1, 2004**

#### **LTC TRAINEE I - VII**

D8F1IX TO D8F7IX

#### **DESCRIPTION OF OCCUPATIONAL WORK**

This class series uses six levels in the Labor, Trades, and Crafts Occupational Group and describes work preparing for entry into a specific class series. Positions perform tasks that are structured and designed to provide training and experience in the appropriate LTC occupation. Tasks are performed under direct supervision and detailed instruction and guidance is received. Employees in these classes learn to apply established practices and methods directly related to the assignment. At the time a position is originally allocated to this series, the training program and target class are to be specified, including subjects and time frames, and the class(es) to which the position will be allocated after successful completion of each stage and the entire training program must be identified. Positions do not remain in this class series indefinitely.

#### **ENTRANCE REQUIREMENTS**

Minimum entry requirements and general competencies for classes in this series are contained in the State of Colorado Department of Personnel web site.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

#### **CLASS SERIES HISTORY**

Effective 7/1/04 (LLB). Abolished D8F6 through annual elimination of vacant classes. Published proposed 4/30/04.

Effective 7/1/00 (KKF). LTC consolidation study consolidated Printer I (D1J1). Draft published 3/31/99 and proposed 5/24/99.

**CLASS SERIES DESCRIPTION (Cont'd.)**

**LTC TRAINEE**

**July 1, 2004**

Effective 7/1/99 (KKF). LTC consolidation study consolidated Groundskeeper Intern (D1E1), Printer I (D1J1), State Services Trades Trainee (D3K), Custodian Intern (D5C1), Food Service Worker Intern (D5D1). Draft published 3/31/99 and proposed 5/24/99.

Effective 9/1/93 (KKF). Job Evaluation System Revision project. Published as proposed 5/10/93.

Created 7/1/82. Apprentice, Machinist Group I through IV (A4741-A4744).

**SUMMARY OF FACTOR RATINGS** -- Not applicable.

ISSUING AUTHORITY: Colorado Department of Personnel & Administration





## **STATE OF COLORADO**

### **CLASS SERIES DESCRIPTION**

**July 1, 2004**

### **APPLICATIONS PROGRAMMER**

H2A1IX TO H2A6XX

#### **DESCRIPTION OF OCCUPATIONAL WORK**

This class series uses five levels in the Professional Services Occupational Group and describes applications programming work. Work of positions in this class series involves the designing, coding, testing, debugging, maintaining, and documenting programs from detailed specifications.

Positions perform a variety of tasks such as, converting system specifications into programs by designing logic patterns; coding logic patterns into proper language and instructions which are fed into and stored in a computer and enable a computer to carry out specific tasks; testing programs by selecting and preparing proper test data which verifies a program's intent; debugging a program in the event of problems by locating and removing errors; ensuring programs operate effectively and as intended by interpreting computer stops, malfunctions, and other situations. Other activities include: preparing detailed documentation, operating instructions, and manuals for programs; maintaining and updating programs by making revisions and modifications as necessary; maintaining program files and records; communicating with other staff and users to resolve program intent issues, data requirements, and other programming matters; recommending standard terminology and symbology to ensure consistency in developing, maintaining, and/or interpreting programs; and reviewing programs for adherence to quality standards.

**INDEX:** Applications Programmer Intern begins on this page, Applications Programmer I begins on page 2, Applications Programmer II begins on page 3, Applications Programmer III begins on page 4, and the Applications Programming Manager begins on page 6.

#### **APPLICATIONS PROGRAMMER INTERN**

H2A1IX

This class describes the entry level. Work is designed to train positions for a higher level in the class series. Although tasks are similar to those of the first working level, assignments are structured and performed with direction and assistance from others. Positions carry out established work processes and operations by learning to apply and follow procedures, techniques, rules, and regulations. Once training

**CLASS SERIES DESCRIPTION (Cont'd.)**  
**APPLICATIONS PROGRAMMER**  
**July 1, 2004**

has been completed, the position is to be moved to the next level. Positions should not remain in this class indefinitely.

**APPLICATIONS PROGRAMMER I**

H2A2TX

**CONCEPT OF CLASS**

This class describes first-working level applications programming work. Positions are not expected to perform the full range of programming work. Because of the structure of assignments, decision making and complexity are limited to carrying out established work processes and operations or phases of the fully operational assignment by following and applying instructions, procedures, rules, and regulations. Positions at this level perform work identified above, under the Description of Occupational Work section and tasks performed at this level may be the same as the fully operational level but are performed with more direction and assistance from a higher level position and provide the experience and development necessary to function at the fully operational level.

**FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

**Decision Making** --The decisions regularly made are at the operational level, as described here. Within limits set by the specific applications programming process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices. For example, a position determines the best approach to solve programming problems by gathering and analyzing information pertinent to the problem and applying the proper applications programming technique, practice, or method.

**Complexity** --The nature of, and need for, analysis and judgment is patterned, as described here. Positions study applications programming information to determine what it means and how it fits together in order to get practical solutions in the form of properly designed, coded, implemented, and/or maintained programs. Guidelines in the form of applications programming principles and practices exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines which may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation. For example, a position selects and applies the proper programming guideline based on interpretation of the individual programming situation in order to design and/or maintain applications programs.

**Purpose of Contact** --Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of detecting, discovering, exposing information, problems, violations or failures by interviewing or investigating where the issues or results of the contact are not known ahead of time. For example, a position communicates with systems personnel and users to

**CLASS SERIES DESCRIPTION (Cont'd.)**  
**APPLICATIONS PROGRAMMER**  
**July 1, 2004**

obtain an understanding of system specifications and user requirements in order to design a proper functioning program.

**Line/Staff Authority** --The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team.

**APPLICATIONS PROGRAMMER II**

H2A3XX

**CONCEPT OF CLASS**

This class describes the fully operational level applications programmer. Positions at this level are expected to exercise a higher degree of decision making and complexity than the Applications Programmer I level by functioning at the fully operational level with less direction and assistance. Work includes performing the full range of programming work identified above under the Description of Occupational Work section. The Applications Programmer II differ from the Applications Programmer I on the Decision Making and Complexity factors.

**FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

**Decision Making** --The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and applications programming objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations used to complete applications programming assignments. The general pattern exists but must be individualized to plan the design, development, and implementation of programs to meet system specifications and user needs. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established applications programming theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. For example, a position plans and determines the design of applications programs in accordance with system specifications and programming principles and practices. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

**Complexity** --The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of applications programming theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies. For example, a position evaluates the

**CLASS SERIES DESCRIPTION (Cont'd.)**  
**APPLICATIONS PROGRAMMER**  
**July 1, 2004**

relevance of existing applications programming guidelines in order to prepare and tailor individual approaches to resolve specific programming development and/or maintenance issues.

**Purpose of Contact** --Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of detecting, discovering, exposing information, problems, violations or failures by interviewing or investigating where the issues or results of the contact are not known ahead of time. For example, a position communicates with systems personnel and users to obtain an understanding of system specifications and user requirements in order to design a proper functioning program.

**Line/Staff Authority** --The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

**APPLICATIONS PROGRAMMER III**

H2A4XX

**CONCEPT OF CLASS**

This class describes work/project leader or staff authority positions. In addition to the work performed at the Applications Programmer II level, positions at this level function as work or project leaders as described by the Line/Staff Authority factor. Staff authorities are acknowledged by their peers and management as an authority in the application and utilization of advanced applications programming principles, practices, theories, concepts, and techniques. The Applications Programmer III differs from the Applications Programmer II on the Purpose of Contact and Line/Staff Authority factors.

**FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

**Decision Making** --The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and applications programming objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations used to complete applications programming assignments. The general pattern exists but must be individualized to plan the design, development, and implementation of programs to meet system specifications and user needs. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established applications programming theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. For example, a position plans and determines the design of applications programs in accordance with system specifications and programming principles and practices. New processes or

**CLASS SERIES DESCRIPTION (Cont'd.)**  
**APPLICATIONS PROGRAMMER**  
**July 1, 2004**

objectives require approval of higher management or the agency with authority and accountability for the program or system.

**Complexity** --The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of applications programming theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies. For example, a position evaluates the relevance of existing applications programming guidelines in order to prepare and tailor individual approaches to resolve specific programming development and/or maintenance issues.

**Purpose of Contact** --Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of clarifying underlying rationale, intent, and motive by educating others on unfamiliar concepts and theories. This goes beyond what has been learned in training or repeating information that is available in another format. For example, a position clarifies the intent of applications program design features with systems personnel and users to promote their understanding and ensure programs operate effectively.

**Line/Staff Authority** --The direct field of influence the work of a position has on the organization is as a work/project leader or staff authority. The work or project leader is partially accountable for the work product of two or more full-time equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. Typical elements of direct control over other positions by a work or project leader include assigning tasks, monitoring progress and work flow, checking the product, scheduling work, and establishing work standards. The work or project leader provides input into supervisory decisions made at higher levels, including signing leave requests and approving work hours. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

**OR**

The staff authority is an advanced individual contributor position who has a comprehensive level of expertise in the applications programming subject area. At the staff authority level, management has delegated the responsibility to a position to function as an advanced level in the application and use of applications programming theories, concepts, principles, techniques, tools, utilities, languages, and other guidelines. It is an essential component of the work assignment. The delegated responsibility to function as a staff authority is in lieu of supervisory or work/project leader responsibilities and a position requires either to be placed at this level. Managers, peers, and users recognize and rely on such a position to function independently and to provide guidance, direction, and instruction on the proper development and/or maintenance of applications programs and resolution of related issues; and, proper application and/or adaptation of standards, principles, concepts, techniques, protocols, and/or other guidelines related to the applications programming subject area. For example, positions resolve problems and issues regarding the effective design, development, maintenance, and/or enhancement of complex applications programs by applying and using their comprehensive knowledge.

**CLASS SERIES DESCRIPTION (Cont'd.)**  
**APPLICATIONS PROGRAMMER**  
**July 1, 2004**

**APPLICATIONS PROGRAMMING MANAGER**

H2A6XX

**CONCEPT OF CLASS**

This class describes positions that manage the activities and operation of an organizational work unit. Work involves determining plans, and developing the budget, staffing patterns, work units, guidelines, and processes to accomplish work in order to implement and achieve applications programming objectives. The Applications Programming Manager differs from the Applications Programmer IV on Decision Making, Complexity, and Line/Staff Authority.

**FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

**Decision Making** --The decisions regularly made are at the interpretive level, as described here. Within limits of the strategic master plan and allocated human and fiscal resources, choices involve determining tactical plans to achieve applications programming objectives established by the higher management (strategic) level. For example, a position establishes plans to ensure programming services and activities are carried out timely and cost effectively. This involves establishing what processes will be done, developing the budget, and developing the staffing patterns and work units in order to deploy staff. This level includes inventing and changing systems and guidelines that will be applied by others such as, guidelines that govern standards for applications program development and maintenance and for the delivery of programming services to users. By nature, this is the first level where positions are not bound by processes and operations in their own programs as a framework for decision making and there are novel or unique situations that cause uncertainties that must be addressed at this level. For example, a position develops and sets guidelines and operating policies and devises work processes pertaining to applications programming activities and the delivery of these services to users in order to reach objectives and ensure quality and production goals are met. Through deliberate analysis and experience with these unique situations, the manager determines the systems, guidelines, and programs for the future.

**Complexity** --The nature of, and need for, analysis and judgment is strategic, as described here. Positions develop guidelines to implement a program that maintains the agency's mission. Guidelines do not exist for most situations. In directive situations, positions use judgment and resourcefulness to interpret circumstances in a variety of situations and establish guidelines that direct how a departmental/agency program will be implemented. For example, a position develops and establishes policies that govern the activities of an applications programming operation by interpreting broad policy statements and directives.

**Purpose of Contact** --Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of clarifying underlying rationale, intent, and motive by educating others on unfamiliar concepts and theories. This goes beyond what has been learned in training or repeating information that is available in another format. For example, a position clarifies the

**CLASS SERIES DESCRIPTION (Cont'd.)**  
**APPLICATIONS PROGRAMMER**  
**July 1, 2004**

intent of applications program design features to systems personnel and users to promote their understanding and ensure programs operate effectively.

**Line/Staff Authority** --The direct field of influence the work of a position has on the organization is as a manager. However, some manager positions exercise supervisory authority at the unit supervisor level. A manager with unit supervision is accountable, including signature authority, for actions and decisions that directly impact the pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

Some manager positions are accountable for multiple units through direct supervision of at least two subordinate Unit Supervisors at least at the Applications Programmer IV or comparable level; and, has signature authority for actions and decisions that directly impact pay, status, and tenure. Elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, second-level signature on performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

**ENTRANCE REQUIREMENTS**

Minimum entry requirements and general competencies for classes in this series are contained in the State of Colorado Department of Personnel web site.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

**CLASS SERIES HISTORY**

Effective 7/1/04 (LLB). H2A5 abolished through annual elimination of vacant classes. Published Proposed 4/30/04.

Revised 5/1/94 (CVC). Adjustment to class description in response to 9/1/93 system appeal decision.

Effective 9/1/93 (CVC). Job Evaluation System Revision project. Published as proposed 06/01/93.

Revised 07/01/79. Addition of option 4, nature of work, education and experience, substitution, allocation factors for A2750\* Computer Programmer A, A2751\* Computer Programmer B, and A2752\* Computer Programmer C. Nature of work, education and experience, substitution for A2753\* Senior Computer Programmer. Education and experience, substitution for A2754X Principle Computer Programmer and A2790X Computer Programming Manager.

Revised 06/01/76. Education and experience for A2753\* Senior Computer Programmer.

**CLASS SERIES DESCRIPTION (Cont'd.)**  
**APPLICATIONS PROGRAMMER**  
**July 1, 2004**

Created 01/01/75. A2750\* Computer Programmer A, A2751\* Computer Programmer B, A2752\* Computer Programmer C, A2753\* Senior Computer Programmer, A2754X Principle Computer Programmer and A2790X Computer Programming Manager.

**SUMMARY OF FACTOR RATINGS**

Class Level	Decision Making	Complexity	Purpose of Contact	Line/Staff Authority
Applications Programmer Intern	n/a	n/a	n/a	n/a
Applications Programmer I	Operational	Patterned	Detect	Indiv. Contributor
Applications Programmer II	Process	Formulative	Detect	Indiv. Contributor
Applications Programmer III	Process	Formulative	Clarify	Work Leader or Staff Authority
Applications Programming Mgr.	Interpretive	Strategic	Clarify	Unit Supervisor or Manager





## **STATE OF COLORADO**

### **CLASS SERIES DESCRIPTION**

**July 1, 2004**

#### **CHAPLAIN**

H611XX TO H612XX

#### **DESCRIPTION OF OCCUPATIONAL WORK**

This class series uses two levels in the Professional Services Occupational Group and describes the delivery of various religious (pastoral) services to inmates, hospital patients (clients), and their families at a state institution. Work involves providing inmates, clients, and their families, of all faiths and beliefs, forms of worship or religious services, religious education, and counseling which aids them in coping with their problems and rehabilitating their lives, both during confinement and after release. Positions in this class series also educate and train chaplain interns. Positions in this class series apply the principles, practices, standards, techniques, theories, and concepts of theology, ministering religious services, religious counseling, and pastoral care in providing for religious care services, educating and training interns, and supervising and managing religious programs for a state institution.

**INDEX:** Chaplain I begins on this page, Chaplain II begins on page 3.

#### **CHAPLAIN I**

H611XX

#### **CONCEPT OF CLASS**

This class describes the fully-operational chaplain. Positions at this level apply established principles, practices, standards, techniques, theories, and concepts of theology, ministering religious services, religious counseling, and pastoral care to deliver various religious care services to inmates, clients, and their families of various religious groups at a state institution. Work involves providing religious counseling, conducting religious services, organizing religious activities, and ensuring religious rights are provided to inmates and clients. Work at a facility is carried out in a manner that meets the accrediting standards of the American Correctional Association for religious programs in order to minimize the state's risk of violating constitutional religious rights.

**CLASS SERIES DESCRIPTION (Cont'd.)**  
**CHAPLAIN**  
**July 1, 2004**

**FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

**Decision Making** --The decisions regularly made are at the operational level, as described here. Within limits set by religious services programs, choices involve deciding what operation is required to carry out the processes. This includes determining how religious services will be provided. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action for the delivery of religious care services on an individual basis. Choices are within a range of specified, acceptable standards, alternatives, and technical practices. For example, a position determines the best course of action to provide religious care services to inmates or clients based on the assessment and evaluation of their religious needs.

**Complexity** --The nature of, and need for, analysis and judgment is patterned, as described here. Positions study and evaluate inmate and client religious needs to determine what it means and how it fits together in order to get practical solutions in the form of a religious and spiritual plan for inmates or clients. Guidelines in the form of established principles, practices, standards, techniques, theories, and concepts of theology, ministering religious services, religious counseling, and pastoral care and agency operational procedures, statutes, national association standards, and religious denominational standards exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines which may change for varying religious care circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the religious care needs of the individual situation. For example, a position determines how to deliver religious care services by assessing and evaluating inmate and client needs and applying established principles, practices, standards, techniques, theories, and concepts of theology, religious counseling, and pastoral care and agency operational procedures, statutes, national association standards, and religious denominational standards.

**Purpose of Contact** --Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken by inmates and clients to resolve complaints or problems and influence or correct actions and behaviors. For example, a position counsels inmates and clients on religious and spiritual care needs and advises and counsels clients on their individual spiritual plans.

**Line/Staff Authority** -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

**CLASS SERIES DESCRIPTION (Cont'd.)**  
**CHAPLAIN**  
**July 1, 2004**

**CHAPLAIN II**

H6I2XX

**CONCEPT OF CLASS**

This class describes the work leader level. In addition to work described in the Chaplain I level, positions at this class are responsible for overseeing chaplain interns or activities of a volunteer religious care services program at a state institution which entails developing religious services, determining volunteer staffing needs, recruiting and training volunteers who serve in various work units throughout an institution, and terminating or reassigning volunteers. The Chaplain II differs from the Chaplain I on the Line/Staff Authority factor only.

**FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

**Decision Making --** The decisions regularly made are at the operational level, as described here. Within limits set by religious services programs, choices involve deciding what operation is required to carry out the processes. This includes determining how the religious services will be provided. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action for the delivery of religious care services on an individual basis. Choices are within a range of specified, acceptable standards, alternatives, and technical practices. For example, a position determines the best course of action to provide religious care services to inmates or clients based on the assessment and evaluation of their religious needs; or, a position develops practical procedures or steps to recruit, evaluate, and terminate or reassign volunteers in order to maintain adequate staffing of volunteer programs.

**Complexity --**The nature of, and need for, analysis and judgment is patterned, as described here. Positions study and evaluate inmate and client religious needs to determine what it means and how it fits together in order to get practical solutions in the form of a religious and spiritual plan for inmates or clients. Guidelines in the form of established principles, practices, standards, techniques, theories, and concepts of theology, ministering religious services, religious counseling, and pastoral care and agency operational procedures, statutes, national association standards and religious denominational standards exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines which may change for varying religious care circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on religious care needs of the individual situation. For example, a position determines the course of action to deliver religious care services by assessing and evaluating inmate and client needs and applying established principles, practices, standards, techniques, theories, and concepts of theology, religious counseling, and pastoral care and agency operational procedures, statutes, national association standards, and religious denominational standards.

**Purpose of Contact --**Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken by inmates and clients to resolve complaints or problems and influence or correct actions and behaviors.

**CLASS SERIES DESCRIPTION (Cont'd.)**  
**CHAPLAIN**  
**July 1, 2004**

For example, a position counsels inmates and clients on religious and spiritual care needs and advises and counsels clients on their individual spiritual plans.

**Line/Staff Authority** --The direct field of influence the work of a position has on the organization is as a work leader. The work leader is partially accountable for the work product of two or more full-time equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and work flow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels, including signing leave requests and approving work hours. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

**ENTRANCE REQUIREMENTS**

Minimum entry requirements and general competencies for classes in this series are contained in the State of Colorado Department of Personnel web site.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

**CLASS SERIES HISTORY**

Effective 7/1/04 (LLB). H6I3 abolished through annual elimination of vacant classes. Published proposed 4/30/04.

Revised 9/1/98 (CVC). Changed class codes due to PS Consolidation study.

Effective 4/1/97 (CVC). Chaplain Intern, H3C1IX, abolished in annual elimination of vacant classes. Published proposed 3/21/97.

Effective 9/1/93 (CVC). Job Evaluation System Revision project. Published as proposed 06/1/93.

Revised 10/1/87. Nature of work, some examples of work, knowledges, skills and abilities, education and experience, necessary special requirements for A8471X Chaplain I-A and A8472X Chaplain I-B.

Created 1/1/75. A8471X Chaplain I-A, A8472X Chaplain I-B and A8473X Chaplain II.

**CLASS SERIES DESCRIPTION (Cont'd.)**  
**CHAPLAIN**  
**July 1, 2004**

**SUMMARY OF FACTOR RATINGS**

<b>Class Level</b>	<b>Decision Making</b>	<b>Complexity</b>	<b>Purpose of Contact</b>	<b>Line/Staff Authority</b>
Chaplain I	Operational	Patterned	Advise	Indiv. Contributor
Chaplain II	Operational	Patterned	Advise	Work Leader

ISSUING AUTHORITY: Colorado Department of Personnel & Administration



## **STATE OF COLORADO**

### **CLASS SERIES DESCRIPTION**

**July 1, 2004**

### **LOTTERY SALES REPRESENTATIVE**

H6O1XX TO H6O3XX

#### **DESCRIPTION OF OCCUPATIONAL WORK**

This class series uses three levels in the Professional Services Occupational Group and describes lottery sales and customer service work ranging from performing individual sales and customer service assignments to supervising and managing sales operations. Work involves selling a variety of lottery products through individual retail outlets and retail chain establishments. Customer service includes distributing products; providing product information and promotional materials describing products, lottery procedures, and required records and supplies necessary to maintain a retail outlet; sales training for on-line operations, new products or games, and in-store display and promotional techniques; prospecting and recruiting for new accounts or outlets; and other activities designed to maximize sales, improve customer service, and report sales activity. Positions in this class series apply and adapt sales and marketing theories, principles, practices, techniques, and methods in order to carry out sales and customer service assignments.

**INDEX:** Lottery Sales Representative I begins on this page, Lottery Sales Representative II begins on page 2, and Lottery Sales Representative III begins on page 4.

### **LOTTERY SALES REPRESENTATIVE I**

H6O1XX

#### **CONCEPT OF CLASS**

This class describes lottery telephone sales work. Positions at this level are involved in soliciting orders and providing customer service by telephone. Work entails carrying out telephone sales and customer service operations in accordance with established guidelines, standards, alternatives, and practices. Work involves selling lottery products and providing customer service by telephone including furnishing sales, product, and promotional information to lottery outlets; assuring outlets have adequate supplies; answering questions pertaining to lottery products and sales procedures; advising outlets of assigned sales quotas; maintaining sales records; and other activities which promote sales and customer service.

**CLASS SERIES DESCRIPTION (Cont'd.)**  
**LOTTERY SALES REPRESENTATIVE**  
**July 1, 2004**

**FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

**Decision Making** --The decisions regularly made are at the operational level, as described here. Within limits set by the specific sales process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices. For example, a position determines the most effective course of action to promote and sell products or provide customer service to accommodate an account or retail outlet's needs by applying sales and customer service techniques and practices.

**Complexity** --The nature of, and need for, analysis and judgment is patterned, as described here. Positions study sales, product, and customer information and issues to determine what it means and how it fits together in order to obtain orders for lottery products and furnish customer service by answering questions and providing sales information. Guidelines in the form of sales and customer service principles, techniques, practices, and agency standards exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines which may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given customer or sales circumstances of the situation. For example, a position selects and applies the most appropriate sales or customer service practice, technique, or method to resolve a customer problem or satisfy an account's needs based on the individual circumstances of the situation.

**Purpose of Contact** --Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions and behaviors. For example, a position advises and guides an account or outlet on lottery game rules and regulations to assure proper understanding and operation.

**Line/Staff Authority** -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

**LOTTERY SALES REPRESENTATIVE II**

H6O2XX

**CONCEPT OF CLASS**

This class describes lottery field sales representative work. Positions at this level are involved in field sales and customer service work and carry out sales and customer operations in accordance with established guidelines, standards, alternatives, and practices. Work involves direct personal contact with

**CLASS SERIES DESCRIPTION (Cont'd.)**  
**LOTTERY SALES REPRESENTATIVE**  
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retail outlets or accounts to sell lottery products and provide customer service by distributing products, promotional materials, and supplies to retail outlets; setting up in-store promotions and displays; motivating retailers to maximize sales; training retailers for on-line lottery operations, new products or games, and in-store display and promotional techniques; furnishing information on lottery products and procedures; recruiting new retail outlets and accounts; preparing reports of sales activity; receiving and accounting for funds from retailers for sale of lottery products; and other activities which promote sales and customer service. The Lottery Sales Representative II differs from the Lottery Sales Representative I on the Purpose of Contact factor only.

**FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

**Decision Making** --The decisions regularly made are at the operational level, as described here. Within limits set by the specific sales process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices. For example, a position determines the most effective course of action to promote and sell products or provide customer service to accommodate an account or retail outlet's needs by applying sales and customer service techniques and practices.

**Complexity** --The nature of, and need for, analysis and judgment is patterned, as described here. Positions study sales, product, and customer information and issues or problems to determine what it means and how it fits together in order to sell products and accommodate account needs. Guidelines in the form of sales, customer service, marketing, sales promotion and agency principles, techniques, practices, and standards exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines which may change for varying customer and sales circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given customer or sales circumstances of the situation. For example, a position selects and applies the most appropriate sales, customer service, marketing, or sales promotion practice, technique, or method to resolve a customer problem, satisfy an account's needs, or set up an in-store sales promotion or display based on the individual circumstances of the situation.

**Purpose of Contact** -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of clarifying underlying rationale, intent, and motive by marketing a product or service. This goes beyond what has been learned in training or repeating information that is available in another format. For example, a position clarifies the benefits of lottery products to retailers to sell and market lottery products and recruit new accounts.

**Line/Staff Authority** -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include



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positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

**LOTTERY SALES REPRESENTATIVE III**

H6O3XX

**CONCEPT OF CLASS**

This class describes the first supervisory level or key account representative. Supervisory positions are accountable for the sales, promotion, distribution, and customer service operations for an assigned geographic area and at least three or more full-time equivalent positions. In addition to work performed at lower representative levels, key account representatives are responsible for developing and designing sales and promotional plans which describe marketing and sales processes for key accounts such as, retail chain accounts and designated retail establishments. Work at this level involves applying and adapting marketing and sales principles, theories, concepts, practices, and agency guidelines to maximize sales to key accounts or supervise a district. The Lottery Sales Representative III differs from the Lottery Sales Representative II on Decision Making, Complexity, and Line/Staff Authority.

**FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

**Decision Making** --The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and sales program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations used to sell and promote lottery products and provide customer service. The general pattern, program, or system exists but must be individualized in order to plan and implement sales, promotion, and customer service activities to achieve program goals. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established marketing and sales theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. For example, a position plans, designs, and determines sales, promotion, and customer service processes and operations to be followed by others in order to maximize the sale of lottery products. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

**Complexity** --The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of marketing and sales theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with marketing and sales theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies. For example, a position evaluates the relevance of marketing and sales concepts, models, or practices to tailor or

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**LOTTERY SALES REPRESENTATIVE**  
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design specific sales, promotional or customer service plans or approaches based on an assessment of current sales or customer service operations or key account needs.

**Purpose of Contact** --Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of clarifying underlying rationale, intent, and motive by marketing a product or service. This goes beyond what has been learned in training or repeating information that is available in another format. For example, a position clarifies the benefits of products to sell and market lottery products and recruit new accounts.

**Line/Staff Authority** --The direct field of influence the work of a position has on the organization is as an individual contributor or unit supervisor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team.

**OR**

The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact the pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

**ENTRANCE REQUIREMENTS**

Minimum entry requirements and general competencies for classes in this series are contained in the State of Colorado Department of Personnel web site.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

**CLASS SERIES HISTORY**

Effective 7/1/04 (LLB). H6O4 abolished through annual elimination of vacant classes. Published proposed 4/30/04.

Revised 9/1/98 (CVC). Change class codes due to PS Consolidation study.

Effective 9/1/93 (CVC). Job Evaluation System Revision project. Published as proposed 6/1/93.

Revised 7/1/90. Changed entrance requirements for Lottery Telephone Sales Representative (A0030) and Lottery Field Sales Representative (A0031).

Revised 7/1/90. Changed nature of work and entrance requirements for Lottery District Sales Supervisor (A0032) and Lottery Key Account Representative (A0033).

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Created 7/1/83. Lottery Key Account Representative (A0033).

Created 7/1/82. Lottery Telephone Sales Representative (A0030), Lottery Field Sales Representative (A0031), and Lottery District Sales Supervisor (A0032).

**SUMMARY OF FACTOR RATINGS**

<b>Class Level</b>	<b>Decision Making</b>	<b>Complexity</b>	<b>Purpose of Contact</b>	<b>Line/Staff Authority</b>
Lottery Sales Rep. I	Operational	Patterned	Advise	Indiv. Contributor
Lottery Sales Rep. II	Operational	Patterned	Clarify	Indiv. Contributor
Lottery Sales Rep. III	Process	Formulative	Clarify	Indiv. Contributor or Unit Supervisor

ISSUING AUTHORITY: Colorado Department of Personnel & Administration



## **STATE OF COLORADO**

### **CLASS SERIES DESCRIPTION**

**July 1, 2004**

### **YOUTH SERVICES COUNSELORS**

H6V1TX TO H6V5XX

#### **DESCRIPTION OF OCCUPATIONAL WORK**

This class series uses four levels in the Professional Services Occupational Group and describes professional counseling, supervision, and management of programs oriented towards the detention, assessment, and/or treatment of youth placed in state facilities. The work consists of diagnosing and interpreting assessment data; developing, implementing, and evaluating treatment plans and programs; providing crisis intervention; guiding youths' intake and treatment progress with parents and community and judicial entities; and arranging and organizing educational, recreational, and housing needs of committed youths. Positions also counsel and supervise youth at various levels of parole, complete records and reports to boards, and coordinate community support services. Parole positions are granted statutory peace officer authority (CRS 18-1-901) to take youth into custody, investigate parole violations and file probable cause, and request subpoenas. Although performed on an ongoing basis, such peace officer authorities are incidental to the primary emphasis for providing professional counseling and treatment services to youth.

**INDEX:** Youth Services Counselor I begins on this page, Youth Services Counselor II begins on page 3, Youth Services Counselor III begins on page 5, and Youth Services Administrator begins on page 7.

### **YOUTH SERVICES COUNSELOR I**

H6V1TX

#### **CONCEPT OF CLASS**

This class describes the fully-operational professional counselor with work leader or supervisory responsibility for youth security officers. Professional counseling work in a youth setting consists of interpreting assessment data used to determine placement; arranging for intake, counseling, or treatment with supervisors and client managers; implementing the treatment plan through direct delivery of group, individual, and family counseling services; providing crisis intervention, including treatment follow-up; writing treatment reports of an individual plan; monitoring treatment and evaluating progress; and organizing available resources to address special needs that are not available within the position's unit.

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This level also includes those positions receiving training and orientation to the work setting where performance is expected to reach the fully-operational level within the initial probationary period.

**FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

**Decision Making** -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific treatment plan process, choices involve deciding what operation is required to carry out the process. This includes determining how the treatment operation will be completed. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established treatment process. Choices are within a range of specified, acceptable youth standards, treatment alternatives, and technical assessment tools. As an example, counselors consider and decide specific counseling needs and means to fill those needs from the available treatment, either within the agency capabilities, or from external service agencies.

**Complexity** -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study assessment and treatment information to determine what it means and how it fits together in order to get practical solutions in the form of specific treatment sessions. Guidelines in the form of treatment plans exist for most situations, but judgment is needed in locating and selecting the most appropriate of these guidelines which may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation. An example could be choosing the appropriate treatment protocol based on the alternates available, either within unit resources or from external sources.

**OR**

The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of counseling and youth treatment theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. As an example, positions adapt substance abuse counseling principles to fit special needs of youth. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies. As an example, a counselor may form a different treatment approach based on the use of youth educational theories on mental retention skills.

**Purpose of Contact** -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of at least two of the following:

Detecting, discovering, exposing information, problems, violations or failures by interviewing or investigating where the issues or results of the contact are not known ahead of time. For example, positions interview clients and family to obtain information in treating problems.

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Advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions and behaviors. For example, positions counsel youth so as to correct their actions and behaviors.

Clarifying underlying rationale, intent, and motive by educating others on unfamiliar concepts and theories or marketing a product or service. This goes beyond what has been learned in training or repeating information that is available in another format. For example, positions clarify the intent of treatment plan concepts to families and may train other counselors on specific counseling principles and methods.

**Line/Staff Authority --** The direct field of influence the work of a position has on the organization is as a work leader or unit supervisor. The work leader is partially accountable for the work product of two or more full-time equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions must be in the security officer classes or at a comparable conceptual level. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and work flow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels, including signing leave requests and approving work hours.

**OR**

The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact the pay, status, and tenure of three or more full-time equivalent positions. Positions supervised must be in the security officer classes or in classes at a similar concept level. The elements of supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, resolving informal grievances. Positions may start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

**YOUTH SERVICES COUNSELOR II**

**H6V2XX**

**CONCEPT OF CLASS**

This class describes positions performing as diagnosticians in an assessment capacity, as client managers responsible for the development and coordination of treatment plans for committed youths, or as youth parole officers responsible for monitoring youths transitioning from committed status. The work involves the use of the theories and principles of assessment and treatment in a youth counseling and therapy environment. Through the use of assessment techniques, interviews, and models, diagnostic positions determine youths' needs for treatment. Based on these needs, the client (case) managers develop treatment plans and oversee the completion of this plan by other counselors and specialists. The treatment plan balances the youth's needs with available resources. Client managers monitor youths' progress under the established treatment plans, modify plans accordingly, and recommend legal placement of youths based on their treatment progress. Client managers serve in a parole capacity when youths are released from treatment centers but are still under the protection of youth services programs. Client managers negotiate terms of youths' status and their treatment plans and also defend and justify their agency's position of specific treatment plans during formal hearings within the judicial system.

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**YOUTH SERVICES COUNSELORS**  
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Parole officers maintain caseloads of youth released from committed status but still requiring professional follow-up and counseling. This class differs from the Youth Services Counselor I class in the Decision Making, Purpose of Contact, and Line/Staff Authority factors.

**FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

**Decision Making --** The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. As an example, diagnosticians decide the assessment process using the available diagnostic resources to complete detailed needs assessment. The general pattern, program, or treatment system exists in the division, but must be individualized. This individualization requires analysis of data that is complicated. For example, assessment data collected may be conflicting or inadequate to fully assess a youth. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established counseling theory, principles, conceptual treatment models, professional youth standards, and legal precedents in order to determine their relationship to the problem. Within the treatment programs available, client managers consider the treatment capabilities available in order to specify the type, length, and duration of counseling a committed youth receives based on the assessment. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

**Complexity --** The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of counseling and youth treatment theories, concepts, and principles in order to tailor them into a different approach or treatment plan to fit specific client treatment needs or circumstances. While general division policy, precedent, or non-specific treatment practices exist, they are inadequate so they are relevant only through approximation or analogy. Diagnosed youth may display patterns of behavior which are inconsistent with typical models. In conjunction with theories, concepts and principles, positions use judgment and resourcefulness in tailoring the existing assessment and treatment guidelines so they can be applied to particular clients and to deal with crises or emergencies.

**Purpose of Contact --** Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of at least two of the following:

Detecting, discovering, exposing information, problems, violations or failures by interviewing or investigating where the issues or results of the contact are not known ahead of time. As an example, positions interview youth and family to determine underlying causes of dysfunctional behavior.

Advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions and behaviors. As an example, diagnostic positions advise counselors and client managers in order to solve youth behavior or treatment problems.

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Clarifying underlying rationale, intent, and motive by educating others on unfamiliar concepts and theories or marketing a product or service. This goes beyond what has been learned in training or repeating information that is available in another format. For example, client managers clarify to families and judicial officers the rationale and intent of specific treatment needs, objectives, and plans.

Physically restraining and confining citizens as peace officers enforcing the law. Parole officer positions meet the criteria for the Enforcement and Protective Services occupational group; however, the peace officer work is not the primary emphasis of the position's contacts.

Negotiating as an official representative of one party in order to obtain support or cooperation where there is no formal rule or law to fall back on in requiring such action or change from the other party. Such negotiation has fiscal or programmatic impact on an agency. In reaching settlements or compromises, the position does not have a rule or regulation to enforce but is accountable for the function. For example, client managers negotiate treatment with providers and thus have programmatic impact on the agency in terms of time youth spend in treatment.

**Line/Staff Authority** -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

**YOUTH SERVICES COUNSELOR III**

H6V3XX

**CONCEPT OF CLASS**

This class describes the supervisory work over positions in this class series. Positions supervise the treatment, housing, assessment, recreation, and any other needs of youth within their center or program area. The work includes acquiring and organizing youth support from judicial, educational, and professional treatment agencies supporting youth service programs. Positions evaluate program delivery and recommend changes and improvements to higher-level managers and administrators. This class also includes positions responsible for administering regional contracts for treatment services and associated funds. These positions have lead work responsibility over client managers described in the next lower class. This class differs from the Youth Services Counselor II class by the Line/Staff Authority factor and may differ in the Purpose of Contact factor.

**FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

**Decision Making** -- The decisions regularly made are at the process level, as described here. Within limits set by professional youth treatment standards, the agency's available technology and program resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. For example, within a



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region, treatment program positions decide the processes for obtaining contracted treatment services. The general treatment and service pattern, program, or system exists but must be individualized to the youths' needs in the region. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established counseling theory, principles, conceptual treatment models, professional standards, and precedents in order to determine their relationship to the problem. For example, this level supervisor establishes processes for providing education within a specific facility based on agreements with the individual school district and the needs of committed youths or for the type treatment needed due to changing youth assessments. New processes or objectives require approval of the administrator, higher management, or the agency with authority and accountability for the youth program or system.

**Complexity** -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of youth counseling and treatment theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. For example, positions overseeing regional contracts and center section supervisors develop plans to provide treatment services to youths. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies. As an example, positions modify counseling guidelines to account for changes in treatment program categories needed in a center.

**Purpose of Contact** -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of either of the following:

Clarifying underlying rationale, intent, and motive by educating others on unfamiliar concepts and theories or marketing a product or service. This goes beyond what has been learned in training or repeating information that is available in another format. As an example, section supervisors and program contract positions explain the intent and rationale behind youth service philosophies to educators or legal entities.

Negotiating as an official representative of one party in order to obtain support or cooperation where there is no formal rule or law to fall back on in requiring such action or change from the other party. Such negotiation has fiscal or programmatic impact on an agency. In reaching settlements or compromises, the position does not have a rule or regulation to enforce but is accountable for the function. For example, positions negotiate with center administrators and community or social service agencies to accept recommended treatment programs.

**Line/Staff Authority** -- The direct field of influence the work of a position has on the organization is as a second-level supervisor, a work leader, or a staff authority. The second-level supervisor must be accountable for multiple units through the direct supervision of at least two subordinate Unit Supervisors (Youth Services Counselor Is or positions at similar conceptual levels); and, have signature authority for actions and decisions that directly impact pay, status, and tenure. Elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, second

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level signature on performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

**OR**

The work leader is partially accountable for the work product of two or more full-time equivalent client manager (Youth Service Counselor II) positions, including timeliness, correctness, and soundness. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and work flow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels.

**OR**

The staff authority is a pacesetter who has a rare level of technical expertise in a field or profession that, as part of the assignment, is critical to the success of an agency. This authority directly influences management decisions at least on an agency-wide basis. Managers and peers recognize and seek this level of technical guidance and direction for development of an agency-wide system or regarding the application of a statewide system within the agency or to its clients.

**YOUTH SERVICES ADMINISTRATOR**

H6V5XX

**CONCEPT OF CLASS**

This class describes the highest level in this series. Positions in this level manage a youth service center, camp, facility, or similar organization. Although they perform work similar to other youth services manager positions, their decision making and/or complexity is less than the threshold required for evaluation under the Management Evaluation Plan. Positions in this class have responsibility for planning, developing, approving, coordinating, and directing the programs and services in the assigned facility. They monitor compliance of service contractors, organize program and support services in the facility, develop and approve procedures used in the facility for such things as security, housekeeping, counseling and treatment services, etc. Positions control the facility budget, supervise professional counseling and supervisory staff, and develop and implement the annual facility work plans. This class is distinguished from the Youth Services Counselor III and Assistant Administrator classes in the Decision Making factor and may differ in the Line/Staff Authority factor.

**FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

**Decision Making --** The decisions regularly made are at the interpretive level, as described here. Within limits of the strategic master plan and allocated human and fiscal resources, choices involve determining tactical plans to achieve the objectives established by the higher management (strategic) level. This involves establishing what processes will be done, developing the budget, and developing the staffing patterns and work units in order to deploy staff. As an example, within the allocated fiscal

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**YOUTH SERVICES COUNSELORS**  
**July 1, 2004**

resources from the region, positions at this level decide how to deploy staff to accomplish the facility's objectives. This level includes inventing and changing delivery systems and treatment guidelines that will be applied by others statewide. By nature, this is the first level where positions are not bound by processes and operations in their own programs as a framework for decision making and there are novel or unique situations that cause uncertainties that must be addressed at this level. Through deliberate analysis and experience with these unique situations, the manager or expert determines the systems, treatment guidelines, and facility programs for the future. Within allocated resources, facility administrators decide the facility's treatment programs based on the unique requirements of the facility.

**Complexity** -- The nature of, and need for, analysis and judgment is strategic, as described here. Positions develop guidelines to implement a program that maintains the agency's mission. Guidelines do not exist for most situations. In directive situations, positions use judgment and resourcefulness to interpret circumstances in a variety of situations and establish guidelines that direct how a departmental program will be implemented. As facility administrator, positions interpret the facility needs and apply division program outlines and objectives to implement treatment or detention programs for the agency. As an example, positions at this level develop facility treatment guidelines for increased youth populations which exceed facility design limitations or for new treatment initiatives for abused clients.

**Purpose of Contact** -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of negotiating as an official representative of one party in order to obtain support or cooperation where there is no formal rule or law to fall back on in requiring such action or change from the other party. Such negotiation has fiscal or programmatic impact on an agency. In reaching settlements or compromises, the position does not have a rule or regulation to enforce but is accountable for the function. As an example, positions negotiate with local law enforcement, judicial, social services, or other community service agencies to reach mutual agreements on issues and problems affecting both entities. These contacts have fiscal impact on both agencies as they entail the use of service providers.

**Line/Staff Authority** -- The direct field of influence the work of a position has on the organization is as a manager. The manager must be accountable for multiple units through the direct supervision of at least two subordinate Unit Supervisors; and, have signature authority for actions and decisions that directly impact pay, status, and tenure. Elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, second-level signature on performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

**DEFINITIONS**

**Assessment/Diagnosis:** The clinical diagnosis of clients' problems and needs through the use of interviews and assessment devices to determine placement and treatment.

**Detention:** The temporary confinement of clients with work involving limited diagnosis and treatment, with work primarily oriented to coordinating youth movement to and from the youth service and judicial systems.

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Treatment: The development and conduct of individual, group, and family treatment in a professional counseling environment or obtaining treatment from outside service providers.

Professional counseling: The application of theories, techniques, and principles of individual, group, and family counseling to intervene in, and change, dysfunctional or illegal behaviors. Provide therapeutic interviews to assist in gaining insight into personal problems, define goals, and plan action reflecting interests, abilities, and needs.

Program manager: As used in this class series, the term is defined as meaning work related to planning, overseeing, and administering the treatment services that are contracted for in a region.

**ENTRANCE REQUIREMENTS**

Minimum entry requirements and general competencies for classes in this series are contained in the State of Colorado Department of Personnel web site.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

**CLASS SERIES HISTORY**

Effective 7/1/04 (LLB). Abolished H6V4 through annual elimination of vacant classes. Published proposed 4/30/04.

Revised 9/1/98 (CVC). Changed class codes due to PS Consolidation study.

Effective 9/1/93 (DLF). Job Evaluation System Revision project. Published as proposed. 6/1/93.

Revised 9/1/86. Changed class codes, Youth Services Counselor (A8514-15).

Revised 7/1/84. Changed grade, Youth Services Administrator (A8516).

Revised 5/1/82. Changed nature of work and entrance requirements, Youth Services Administrator (A8513,16).

Created 1/1/75. Youth Service Counselors and Administrators (A8511-16).

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**YOUTH SERVICES COUNSELORS**  
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**SUMMARY OF FACTOR RATINGS**

<b>Class Level</b>	<b>Decision Making</b>	<b>Complexity</b>	<b>Purpose of Contact</b>	<b>Line/Staff Authority</b>
Youth Services Counselor I	Operational	Patterned or Formulative	* Detect, Advise, or Clarify	Work Leader or Unit Supervisor
Youth Services Counselor II	Process	Formulative	* Detect, Advise, Clarify, Restrain, or Negotiate	Indiv. Contributor
Youth Services Counselor III	Process	Formulative	Clarify or Negotiate	Work Leader, Staff Authority, or Manager
Youth Services Admin.	Interpretive	Strategic	Negotiate	Manager

\* Must have 2.



## **STATE OF COLORADO**

### **CLASS SERIES DESCRIPTION**

**July 1, 2004**

### **CORRECTIONAL SUPPORT LICENSED TRADES SUPERVISOR**

A1K1TX TO A1K3XX

#### **DESCRIPTION OF OCCUPATIONAL WORK**

This class series uses three levels in the Enforcement and Protective Services Occupational Group and describes supervisory work in the pipes, mechanical, electrical, or electronic trades. In addition, the work includes security and control of offenders in or about a secure facility. The work includes the general maintenance, operation, and repair of plumbing, heating, venting; air conditioning (HVAC), boiler/power generation, fixtures, electrical systems equipment, or other related systems. These classes are primarily oriented to licensed or certified trades supervision, but the work includes ongoing responsibility for the training of offenders in one or more of those trades. This includes oversight, supervision, intervention, or evaluation of offenders to assure the safety and security of property and others. This work includes the enforcement of statutes, regulations, orders, and procedures of the facility.

For purposes of determining supervision, positions supervising offenders may fit the definition of supervision if the position performs the following elements of supervision: issuing performance corrective actions and initiating disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. This includes offenders in a wage-earner role in an employer/employee relationship. Positions "supervising" an offender work gang of "as assigned" are not considered to meet the above elements of supervision.

**INDEX:** Correctional Support Licensed Trades Supervisor I begins on page 2, Correctional Support Licensed Trades Supervisor II begins on page 3, and Correctional Support Licensed Trades Supervisor III begins on page 5.

## **CORRECTIONAL SUPPORT LICENSED TRADES SUPERVISOR**

### **CLASS SERIES DESCRIPTION (Cont'd.)**

**July 1, 2004**

## **CORR'L SUPPORT LICENSED TRADES SUPERVISOR I A1K1TX**

### **CONCEPT OF CLASS**

This class describes the first supervisory level. In addition to performing fully operational work in one or more pipe or mechanical trades, positions in this level have supervisory responsibility for offenders. This supervision entails assigning and evaluating work, handling informal grievances, initiating corrective and disciplinary actions, and participating in the hiring and firing of the offenders. Positions are expected to train the offenders on skills and knowledge in their respective trade. The work includes responsibility for the security and control of equipment, tools, materials, and other resources. Positions are actively involved in the physical control of offenders assigned to them. This class also describes those positions receiving orientation and training to the work setting within the initial probationary period.

### **FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

**Decision Making** -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. Choices are within a range of specified, acceptable standards, alternatives, and technical practices. For example, positions decide what and how certain repair actions are required to complete work orders.

**Complexity** -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study equipment and materials information to determine what it means and how it fits together in order to get practical solutions in the form of completed work assignments in the pipe trades. Guidelines in the form of trade practices, codes or specifications, post orders, facility directives and agency processes exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines, which may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation. For example, positions choose the appropriate materials to use and order when failures occur.

**Purpose of Contact** -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of either of the following:

Detecting, discovering, exposing information, problems, violations or failures by interviewing or investigating where the issues or results of the contact are not known ahead of time. For example, positions discover causes of failures by probing for information on the problems.

## **CORRECTIONAL SUPPORT LICENSED TRADES SUPERVISOR CLASS SERIES DESCRIPTION (Cont'd.)**

**July 1, 2004**

Advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions and behaviors. For example, positions advise security officers on appropriate trouble shooting processes to preclude false problems being reported.

**Line/Staff Authority** -- The direct field of influence the work of a position has on the organization is as a work leader or supervisor. The work leader is partially accountable for the work product of two or more full-time equivalent positions (typically offenders), including timeliness, correctness, and soundness. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and workflow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels.

**OR**

The supervisor is accountable, including signature authority, for actions and decisions that directly impact the pay, status, and tenure of three or more full-time equivalent positions. Positions supervised are typically offender employees of the unit. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

## **CORR'L SUPPORT LICENSED TRADES SUPERVISOR II      A1K2XX**

### **CONCEPT OF CLASS**

This class describes the second supervisory level. In addition to the work described in the previous class, positions in this level decide the general pipe trades maintenance work processes used by others. This class differs from the Correctional Support Licensed Trades Supervisor I in the Decision Making and Line/Staff Authority factors.

### **FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

**Decision Making** -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. For example, pipe trades positions have authority to decide how work processes will be completed in conjunction with established facility security processes. The general maintenance pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and



## **CORRECTIONAL SUPPORT LICENSED TRADES SUPERVISOR**

### **CLASS SERIES DESCRIPTION (Cont'd.)**

**July 1, 2004**

precedents in order to determine their relationship to the problem. For example, positions decide the material and equipment control and inventorying processes for the maintenance operation. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

**Complexity** -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study security and work requirements to determine what they mean and how they fit together in order to get practical solutions in the form of sets of work processes. Guidelines in the form of trade practices, codes or specifications, facility directives, and agency standards and regulations exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines, which may change for varying circumstances as the task is repeated. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation. For example, positions select the most appropriate repair action based on the type of failure and parts available.

**Purpose of Contact** -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of both of the following:

Detecting, discovering, exposing information, problems, violations or failures by interviewing or investigating where the issues or results of the contact are not known ahead of time. For example, positions interview managers and security supervisors to determine the adequacy of maintenance service.

Advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions and behaviors. For example, positions advise duty officers on plant operations to solve maintenance, electrical, or plumbing problems on weekends.

**Line/Staff Authority** -- The direct field of influence the work of a position has on the organization is as a work leader or supervisor. The work leader is partially accountable for the work product of two or more full-time equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and workflow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels, including signing leave requests and approving work hours. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

**OR**

The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact the pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support

## **CORRECTIONAL SUPPORT LICENSED TRADES SUPERVISOR CLASS SERIES DESCRIPTION (Cont'd.)**

**July 1, 2004**

recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

### **CORR'L SUPPORT LICENSED TRADES SUPERVISOR III A1K3XX**

#### **CONCEPT OF CLASS**

This class describes the third supervisory level. In addition to work described in previous classes, positions in this level adapt pipe trades processes to the standards and programs of the agency. This class differs from the Correctional Support Licensed Trades Supervisor II class in the Complexity, Purpose of Contact, and Line/Staff Authority factors.

#### **FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

**Decision Making** -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the agency's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. For example, positions use general building codes and facility requirements to decide repair and modification processes. The general pattern, program, or system exists but must be individualized. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. For example, positions examine professional plant operation standards in order to determine preventive maintenance operations. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

**Complexity** -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of concepts and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. For example, positions plan maintenance programs with other occupations, such as carpenters, mechanics, etc. While general policy, precedent, or non-specific practices exist, they are inadequate so they are relevant only through approximation or analogy. In conjunction with concepts and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies. For example, positions prepare plans for facility or equipment replacements and ways to gain efficiencies.

**Purpose of Contact** -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of at least two of the following:

## **CORRECTIONAL SUPPORT LICENSED TRADES SUPERVISOR**

### **CLASS SERIES DESCRIPTION (Cont'd.)**

**July 1, 2004**

Detecting, discovering, exposing information, problems, violations or failures by interviewing or investigating where the issues or results of the contact are not known ahead of time. For example, positions interview other staff members to determine problems in facility maintenance.

Advising, counseling, or guiding the direction taken to resolve complaints or problems and influence or correct actions and behaviors. For example, positions advise duty officers on plant operations to solve pipes/mechanical maintenance problems on weekends.

Clarifying underlying rationale, intent, and motive by educating others on unfamiliar concepts and theories. This goes beyond what has been learned in training or repeating information that is available in another format. For example, positions train security supervisors in procedures to use backup systems when failures occur.

**Line/Staff Authority** -- The direct field of influence the work of a position has on the organization is as a unit supervisor. The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact the pay, status, and tenure of three or more full-time equivalent positions. Positions supervised must be in this class series or in similar conceptual levels in other correctional or trades classes. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

### **DEFINITIONS**

**Electrical Trades:** This occupation describes electrical maintenance work and/or assisting skilled licensed electricians in the installation, alteration, maintenance, and repair of electrical systems, appliances, and devices. The occupation also includes work in electronics in a similar correctional supervisory setting.

**Pipe/Mechanical Trades:** This occupation describes plumbing, pipefitting, steamfitting, heating and air conditioning, stationary engineer, and mechanical work in the maintenance and repair of physical structures. Positions perform and supervise maintenance and repair of plumbing, mechanical, and heating systems, fittings, and accessories. This definition does not include work solely on electronics or computerized environmental control/management systems.

### **ENTRANCE REQUIREMENTS**

Minimum entry requirements and general competencies for classes in this series are contained in the State of Colorado Department of Personnel & Administration web site.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

## **CORRECTIONAL SUPPORT LICENSED TRADES SUPERVISOR**

### **CLASS SERIES DESCRIPTION (Cont'd.)**

**July 1, 2004**

#### **CLASS SERIES HISTORY**

Effective 7/1/04 (TLE). Phase II of EPS Consolidation Study. Consolidated two series (pipes and electrical) into one series titled Correctional Support Licensed Trades Supervisor. Changed pay grades for level I and II classes. Published as proposed 5/7/02.

Effective 7/1/99 (KKF). Correctional Support Pipe Trades Supervisor IV (A1H4) abolished as vacant. Published proposed 4/16/99.

Effective 5/1/95 (DLF). Published as proposed 3/22/95.

Effective 12/30/94 (DLF). Published as proposed 9/15/94.

Effective 9/1/93 (DLF). Job Evaluation System Revision project. Published as proposed 6/11/93.

Revised 4/17/91. Changed salaries.

Revised 3/1/90. Changed pay differential on Supervisor I (A8754).

Revised 7/1/87. Changed options, nature of work, and entrance requirements.

Revised 7/1/82. Changed titles and nature of work.

Revised 7/1/81. Changed class codes, titles, nature of work and entrance requirements.

Created 5/1/78.

#### **SUMMARY OF FACTOR RATINGS**

Class Level	Decision Making	Complexity	Purpose of Contact	Line/Staff Authority
C.S. Licensed Trades Supervisor I	Operational	Patterned	Detect or Advise	Work Leader or Unit Supervisor (offenders)
C.S. Licensed Trades Supervisor II	Process	Patterned	Detect & Advise	Work Leader or Unit Supervisor (1 in series)
C.S. Licensed Trades Supervisor III	Process	Formulative	2 of Detect, Advise or Clarify	Unit Supervisor (all in series)

ISSUING AUTHORITY: Colorado Department of Personnel & Administration



## **STATE OF COLORADO**

### **CLASS SERIES DESCRIPTION**

**July 1, 2004**

### **POLICE COMMUNICATIONS**

**G1A2TX TO G1A3XX**

#### **DESCRIPTION OF OCCUPATIONAL WORK**

This class series uses three levels in the Administrative Services and Related Occupational Group and describes work in operating radio consoles and computer terminals to receive, record, and transmit police communications. Work involves receiving complaints from the public concerning crime or emergencies, evaluating the urgency of the complaint, broadcasting information to patrol units to investigate, relaying instructions or questions, and monitoring the status and location of officers. Positions also transmit information to other law enforcement, emergency, or maintenance agencies; retrieve background information from state and national computer databases; and, may monitor alarm systems.

**INDEX:** Police Communication Technician begins on this page and Police Communication Supervisor begins on page 3.

### **POLICE COMMUNICATION TECHNICIAN**

**G1A2TX**

#### **CONCEPT OF CLASS**

This class describes the fully-operational level. Positions receive and record emergency and routine complaints; clarify the situation and determine the need for, and level of, response; transmit information to officers; retrieve and update crime reports and background inquiries. Work also includes performing other office support tasks in support of the communication function, such as filing, data entry and typing, and checking-out keys and equipment.

#### **FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

**CLASS SERIES DESCRIPTION (Cont'd.)**  
**POLICE COMMUNICATIONS**  
**July 1, 2004**

**Decision Making** -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. For example, the position's reaction to a specific call is based on the nature of the situation. This includes determining how the operation will be completed. For example, for each call, the position will evaluate the severity of the situation and determine what steps to take first, what and how many units to send, whether other services need to be dispatched also, and when to release the caller. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. For example, a position uses reasoning in calming the caller to obtain information needed to clarify the situation and determine what course of action to pursue. Choices are within a range of specified, acceptable standards, alternatives, and technical practices. For example, a position has specified standards and instructions covering the first aid advice that may be given.

**Complexity** -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study information from the caller and the status of patrol units to determine what it means and how it fits together in order to get practical solutions in the form of dispatching the proper personnel and equipment to respond to the situation. Guidelines in the form of standard operating manuals, policy, regulations, and crime databases exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines which may change for varying circumstances as the task is repeated. For example, positions adapt guidelines and instructions in order to prioritize multiple calls and dispatch the proper level of response which depends on the day, time, location, and circumstances of the given situation. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation. While guidelines and instructions exist, they do not cover all situations so the position tailors the response to the individual situation which may not be appropriate for another situation.

**Purpose of Contact** -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of detecting, discovering, exposing information, problems, or violations by interviewing or investigating where the issues or results of the contact are not known ahead of time. For example, the position interviews callers who may be distraught in order to search for information needed to clarify the situation where the problem and proper response are not known initially.

**Line/Staff Authority** -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this factor.

**CLASS SERIES DESCRIPTION (Cont'd.)**  
**POLICE COMMUNICATIONS**  
**July 1, 2004**

**POLICE COMMUNICATION SUPERVISOR**

G1A3XX

**CONCEPT OF CLASS**

This class describes the unit supervisor responsible for the daily operation of the communication center. Positions in this class supervise at least three full-time equivalent positions, including decisions affecting pay, status, and tenure. Work includes monitoring the work load and flow, ensuring compliance with policy and regulations, establishing work schedules and production standards, creating operating procedures and writing manuals, designing courses and training staff, ordering supplies and maintaining equipment, and resolving complaints against staff. The factors in this class differ from those of the Police Communication Technician on Line/Staff Authority.

**FACTORS**

**Allocation must be based on meeting all of the four factors as described below.**

**Decision Making** -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. For example, the unit supervisor creates operating procedures and writes manuals, establishes work plans and staffing levels, and designs training courses for staff. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. For example, in organizing the daily operations of a communication center, positions develop practical procedures and instructions for staff. Choices are within a range of specified, acceptable standards, alternatives, and technical practices.

**Complexity** -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study operational information to determine what it means and how it fits together in order to get practical solutions in the form of work plans, schedules, records processing procedures, and performance standards for the work unit. Guidelines in the form of standard processes, policy, regulations, communication systems, and crime databases exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines which may change for varying circumstances as the task is repeated. For example, establishing exceptions or options to standards that are used by staff is often dependent on the various scenarios encountered. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation. For example, positions modify resource usage and work plans to adjust to unforeseen situations that arise.

**Purpose of Contact** -- Regular work contacts with others outside the supervisory chain, regardless of the method of communication, are for the purpose of detecting, discovering, exposing information, problems, or violations by interviewing or investigating where the issues or results of the contact are not known ahead of time. For example, the supervisor interviews all parties in order to clarify and resolve a problem or complaint with service where the nature and cause of the problem are not known initially.

**CLASS SERIES DESCRIPTION (Cont'd.)**  
**POLICE COMMUNICATIONS**  
**July 1, 2004**

**Line/Staff Authority** -- The direct field of influence the work of a position has on the organization is as a unit supervisor. The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact the pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

**ENTRANCE REQUIREMENTS**

Minimum entry requirements and general competencies for classes in this series are contained in the State of Colorado Department of Personnel & Administration web site.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

**CLASS SERIES HISTORY**

Effective 7/1/04 (TLE) Converted Police Communications Intern to State Service Trainee V and abolished the Intern class. Changed grade on Police Communications Supervisor. Published as proposed 4/2/02.

Effective 9/1/93 (KKF). Job Evaluation System Revision project. Published as proposed 3/22/93.

Revised 10/1/87. Changed class title from Public Safety Dispatcher to Police Communication Technician and minimum requirements.

Revised 7/1/82. Created multiple ranges.

Revised 7/1/79. Changed grade, relationship, and minimum requirements.

Revised 9/1/76. Created the supervisor class.

Created 7/1/75.

**SUMMARY OF FACTOR RATINGS**

Class Level	Decision Making	Complexity	Purpose of Contact	Line/Staff Authority
Police Communication Tech	Operational	Patterned	Detect	Indiv. Contributor
Police Communication Supv	Operational	Patterned	Detect	Unit Supervisor

ISSUING AUTHORITY: Colorado Department of Personnel & Administration